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ABSTRACT

A handbook for teachers of English as a second language (ESL) and content area teachers in grades 4-8 working with non-literate and preliterate students is designed to facilitate their entry into ESL instruction and mainstreaming into the regular school program. The handbook contains intensive, sequential guidelines for instruction in basic listening, speaking, and prewriting skills in six units covering: student orientation and survival skills (content area listening, oral participation, reading, and writing), classroom and school orientation (safety and everyday greetings), letter and number systems (spatial relationships and qualities, American monetary system), cultural environment (body parts, health and daily routines, food, time expressions), home and family environment (family members, residences and rooms), and natural environment (calendars, seasons, weather, clothing). Suggested activities and materials for presenting content area concepts are appended. (MSE)

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GUIDELINES FOR TEACHING

PRE/NON-LITERATE SPEAKERS OF OTHER LANGUAGES

GRADES 4 - 8

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INTRODUCTION

The purpose of this handbook is to aid ESOL and content area teachers in grades 4 through 8 who are working with non-literates and pre-literates that comprise about a third of all ESOL students. Most beginning level ESOL students are literate or semi-literate in their own languages. The goal is to aid teachers to facilitate the entry of non-literate or pre-literate ESOL students into a beginning level ESOL class and to mainstream these students into the regular school program as soon as possible. The target population of this handbook would include ESOL students in groups 1, 2, and 3 as defined below:

1. pre-literate ESOL students speak a language for which there is no written form or for which a written form has not existed until recently

2. non-literate ESOL students speak a language that is written but possess no reading or writing skills in their language

3. non-Latin alphabet literate ESOL students are literate in their own languages but possess no ability to use the Roman alphabet

4. semi-literate ESOL students possess minimal literacy skills (3-4 years of formal education) in their own language.

Intensive, sequential guidelines have been developed to achieve the goal of this handbook. They provide guidance in instructing basic listening, speaking and pre-writing skills. Each unit should be concluded within a limited time frame (1 to 2 weeks).

During these initial weeks of instruction, content area teachers should be aware that ESOL students are undergoing an interim period of adjustment. Students are experiencing culture-conflict in many aspects of social and academic life which may result in fears, bewilderment and withdrawal. To aid in student adjustment, teachers must strive for a secure learning atmosphere. It is hoped that the list of do's and don'ts (page xiv) will serve as practical guidelines for instruction during this period of adjustment and beyond.

NAMING SYSTEMS

Americans are frequently confused by the names of foreign students. The following chart explains how to "Westernize" six different language minority names:

LANGUAGE	NATIVE ORDER			ENGLISH ORDER	
	Last/Family	First/Given	Middle*	First	Last
Cambodian	Teh	Chan		Chan	Teh
Hmong	Thao	Ge		Ge	Thao

* Middle names are rarely given.

	Last	First	Middle	First	Middle	Last
Chinese	Cheng	Kwan	Fun	Kwan	Fun	Cheng
Korean	Park	Yun	Hee	Yun	Hee	Park

	First	Last	Middle*	First	Last
Lao	Somphet	Vongphady		Somphet	Vongphady

* Middle names are rarely given.

	Last	Middle	First	First	Middle*	Last
Vietnamese	Nguyen	Van	Ut	Ut	Van	Nguyen
	Nguyen	Thi	Xuan	Xuan	Thi	Nguyen

* Middle name may indicate the person's sex. i.e. Van for a male; Thi for a female.

Cambodian, Chinese, Hmong, and Vietnamese women often use their maiden names after marriage.

	First	Middle	Last*	First	Middle	Last
Spanish	Rafael	Jose	Calderon-Garcia	Rafael	Jose	Calderon

* A Spanish person frequently has two surnames. His/her father's and his/her mother's in that order. Thus Rafael Calderon-Garcia would be alphabetized under C, not G. The mother's surnames is usually dropped from the student's name to Westernize it.

SCREENING INSTRUMENT

This test can be administered very quickly as an easy identification of a pre/non-literate student. Although instructions are given in English, many directions can be pantomimed. It may be desirable not to give a test when frustration will be the only result obtained. Identification of pre/non-literate students is often possible through teacher observation.

A. LISTENING

1. Teacher instructs student to sit down with the appropriate gesture. Teacher watches to see if student complies.

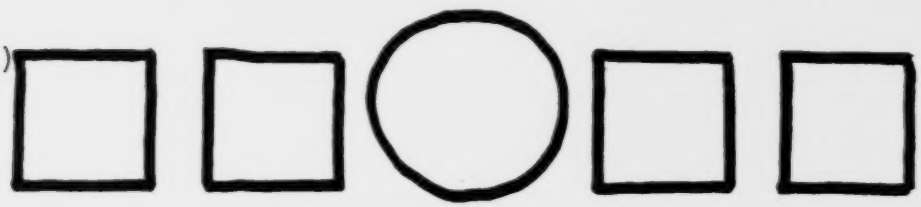
2. Teacher introduces herself/himself by name, and then points to the student saying student's name. Teacher watches for body language that shows that student recognizes his/her own name (smile, nod, etc.)

3. Teacher demonstrates through pantomime a simple verb (sleep, eat, talk, walk, etc.). Then s/he says a verb and elicits pantomime from the student.

B. VISUAL

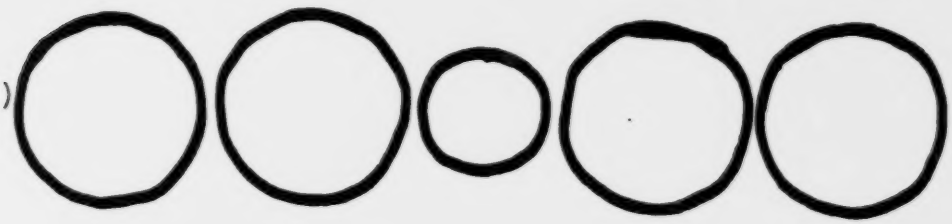
1. Teacher draws the following shapes on board, overhead or large paper. Then s/he asks the student to point to the one that is different.

a.)



b.)

c.)

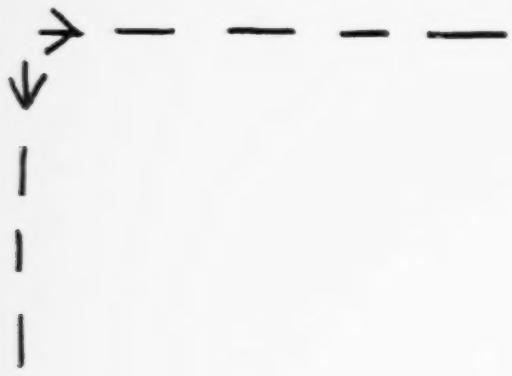


2. Teacher holds up a strip of colored paper and asks the name of the color, pointing to something else in the room that is the same color. Teacher holds up a second strip and gestures for student to do the same.

C. MOTOR SKILLS

1. Teacher traces in direction of the arrow as an example. Teacher gestures for student to do the same.

a.)



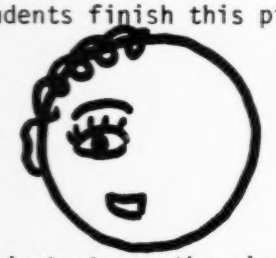
2. Teacher shows student a pencil. Then s/he asks student to find the picture of the pencil from a group of three pictures.

3. Teacher instructs student to circle the letters that are the same as the one outside the box.

a.) m | a m a s a m |

b.) A | S M A A M A |

4. Have students finish this picture.



5. Have students trace the circle and then draw one on their own.

6. Have students look at the oval. Then cover it up and ask students to draw it on their own.

x

7. 1 .

4 . . . .

7 . . . .

. . .

Draw a line from the number to its value.

1 . . . .

4 .

7 . . . .

. . .

8. Fill in the blanks:

Name _____
First Last

Telephone Number _____

PRE READING CHECKLIST

Pre/non-literate students must acquire a certain number of skills before associations between the spoken and written language are made. In the introduction to this handbook, we have identified these skills and have coded them according to where or how these skills will appear in the handbook. Certain introductory and survival skills were singled out in the development of a screening instrument. This can be used to determine if, in fact, a student is a pre/non-literate student and what skills s/he is in need of learning. The scoring for the screening instrument is either mastery or need for instruction. All the skills presented on the test are prerequisites for reading and writing. The teacher who administers the screening test notes the skills that the student has not yet mastered and takes appropriate action to teach the skills. Appropriate activities exist in Units I and II for all skills presented.

The skills coded C are those which do not appear on the screening instrument, but will be taught by following the units in the handbook. Those skills which are difficult to teach but are behavioral objectives which should be achieved as students progress from oral/aural skills to reading and writing readiness.

T - Skill to be tested C - Skill to be taught in Curriculum TO - Teacher Observation

1. Listening Skills 1 Auditory

__T__ Commands - responds to simple spoken commands

__T__ Auditory perception skills - recognizes own first name

__C__ Recognizes sounds - gross - fine

__C__ Auditory discrimination - understanding and recognizing same sound/different sound

__T__ Auditory memory - understanding and following more than one direction

__T__ Demonstrate understanding of survival vocabulary (sleep, eat, walk, jump, talk, run, go)

__C__ Hearing phonemea (connecting sounds and letters)

2. Visual Perception

__T__ Categorizing - same different

__C__ Recognizing shapes (distinguishing between different shapes)

__T__ Recognizing colors

__T__ Following left to right

__T__ Following top to bottom

__T__ Picture identification (polaroid pictures activity - name things in pictures)

__T__ Recognizing that a picture represents a real thing

__T__ Alphabet recognition

__C__ Alphabet recall

__C__ Recognizing sight words

__C__ Recognizing upper and lower case letters, manuscript and cursive

3. Motor Skills

__T__ Follows left to right progression

__C__ Identifies left and right

__C__ Copies from left to right

__T__ Top and bottom (identifies, follows, copies)

__T__ Demonstrates large motor skills

__T__ Demonstrates fine motor skills

__T__ Manipulates writing instruments

__T__ Traces simple objects

__T__ Demonstrates eye-hand coordination

__T__ Follows on a line

__C__ Letter formation - printing

4. Perceptual Motor

T Imagery reproduction (finish or reproduce shape from example shown)

C Memory for form (of pictures, letters)

C Begin manuscript form

5. Sound Symbol Recognition

C Knowing that oral speech can be written and mean the same thing

T Matching symbols

T Recognizing symbols

6. Visual-Auditory Coordination

C Using correct word order

C Using correct punctuation

7. Ability to Manipulate Language

C Use correct labels for ordinary household, classroom fixtures/furniture, clothing, body parts, etc.

C Producing intonation patterns

C Function words - recognition

C Sentence recognition - statement - question

T Using and developing memory

TO Attention span (concentration)

8. Emotional Readiness

TO Does s/he have interest in learning to read and write?

TO Can s/he work in a group?

9. Psychological Readiness

TO Self-concept

TO Independence

10. Physical Readiness

TO General health

TO Sight

TO Hearing

11. Classroom/School Survival Skills

T Fill out simple form/name/telephone number

C Is familiar with school facilities

C Recognizes names of teachers and classmates

C Understands and follows classroom procedures

C Locates classrooms and school facilities

HELPFUL HINTS FOR MODIFYING INSTRUCTIONAL MATERIALS

1. Put the details of the selected concepts to be taught in sequence.

2. Use visuals from the textbook and other sources to clarify the concept. De-emphasize learning from a textbook. Emphasize the importance of pictures and visuals for getting meaning, making relationships, classifying and drawing conclusions.

3. Teach simplified vocabulary that is related to the concept. Have students point to items to identify or locate (science, social studies) instead of testing "language". Make flash cards of most meaningful words.

4. Simplify language used in an explanation. Keep new vocabulary to a minimum. Limit sentence length. Ask questions to see if s/he understands. Allow for short controlled responses progressing from Yes/No to single word answers.

5. Use as much realia as possible.

6. Have students create their own books by making picture logs based on the various concepts which were introduced.

7. Pairing a pre/non-literate with an English speaking partner is very helpful. This partner need not be a speaker of the language minority student's language. Vary partners from time to time. In a group situation, such as a science lab, give the pre/non-literate student responsibility for one simple non-reading activity. Small group instruction, peer projects and tutors assist instruction and maintain the pace of classroom activities.

8. When possible, content area teachers and classroom teachers should have periodic meetings, notes, or phone calls to share lesson plans and progress reports with the ESOL teacher.*

9. Take advantage of information available from the ESOL office on a great variety of cultural and language backgrounds.

10. A language minority student in your classroom can be an asset if information about his/her country and culture is coordinated with grade level social studies, home economics, physical education, music, etc.

* If your students are bused to ESOL, call the ESOL Office 474-9080 to learn the name of the appropriate ESOL teacher and where s/he can be reached.

DO	DON'T
1. expect student to "fade in and out" during the early weeks	1. be concerned if student withdraws from activities from time to time
2. give brief directions using examples	2. give extensive directions using explanations
3. use visuals to convey meaning	3. use only words to convey meaning
4. correct selectively	4. attempt to correct every student error
5. elicit responses	5. embarrass or drill for answers
6. encourage responses	6. do all the responding for students
7. praise judiciously	7. wait to praise until a major success occurs
8. put student in average or top groups for good langauge and behavior models	8. put students only in low groups - poor language and behavior models can result
9. be optimistic	9. expect too much too soon

The instruction in the units in this handbook can also be viewed as a review for non ESOL students in many skills needed for successful completion of Maryland State Functional Tests.

When evaluation is necessary, a more accurate measure of a non/pre-literate student's progress would be an oral/aural evaluation rather than a reading/writing test.

INSTRUCTIONAL TECHNIQUES

1. CLOZE

2. VOCABULARY DEVELOPMENT

3. LANGUAGE MASTER

4. DIALOGUE

5. OBJECT LESSON

6. STRIP STORY

7. MOTOR ACTIVITIES

CLOZE

The cloze technique can be a good method for drilling or reviewing a specific structure such as verb tense or prepositions. It can also be used by content area teachers to review material which must be mastered before going on to new content. The following is one way to conduct a cloze exercise.

A teacher writes as many sentences as needed on the board or on a transparency. The material selected by the teacher should have been previously introduced to the students in at least one form. Every seventh or ninth word in the sentences (or new content area vocabulary) should be deleted or the correct answer covered. As the teacher reads the passage aloud, students may read silently filling in the blanks. The teacher then elicits oral responses and completes the written passage. The teacher reads the completed sentences orally, allowing students to repeat sentence by sentence with correct stress and intonation.

It should be noted that this is only one variation of a cloze technique. Teachers can supply the first letter of every deleted word to simplify the technique or delete words at different intervals.

VOCABULARY DEVELOPMENT

Vocabulary instruction for ESOL students is essential. Often new vocabulary words in content areas are introduced to native English speakers and ESOL students at the same time allowing for the same method of instruction. The following is a method of vocabulary instruction that can benefit all students:

1. Introduce the word by establishing a context in which students are encouraged to deduce its meaning.

2. Communicate the meaning of the item verbally and by demonstration. Use synonyms, antonyms, realia and pictures. Elicit a variety of definitions.

3. Repeat the word and have students practice pronunciation until it is learned.

4. Check comprehension by asking appropriate questions about the word.

5. Use the word by having students provide answers to open-ended questions concerning the word's meaning and use.

This is only one technique of vocabulary instruction. In any method used, teachers should utilize what students already know to develop additional vocabulary.

LANGUAGE MASTER

Often the pre/non-literate student can only participate in a part of a lesson presented to the class. In order to individualize with these students while the class moves on to reading and writing activities, the language master can be used. Having a language master in the room provides immediate reinforcement through on-the spot recording from the day's work. Often a student assistant can record the work as it is being presented. i.e.: Teacher introduces new vocabulary item and student records it on the card. The following are areas of instruction which lend themselves to language master use:

1. Word recognition: A student reads the word/sentence printed on the card, then checks with recorded model.

2. Context clues: An incomplete sentence requiring only one suitable word is printed on the card. The student completes the sentence and checks with the recorded model.

3. Dictation of words or sentences: An incomplete sentence or the appropriate number of blanks are written on a card. Answers to the dictation can be on the back of the card.

4. Listening Comprehension: Dialogues or very short narratives are recorded, one line or sentence per card. Cards are scrambled. Students listen and then put the cards in order. (Teacher must provide correct model on card.)

5. Matching exercises: A word with several synonyms to choose from is written on the card. Students select a response and record on student track, and then listen to the instructor track for the correct answer.

6. Matching pictures to words: A picture is either drawn on or glued to the card. Students identify and then listen to the answer. A written answer can be found on the back of the card. (The student can hear the correct answer on the instructor track - correct his/her pronunciation on the student track, and also have the word reinforced visually by the written answer on the back of the card.)

NOTE: Prepared cards are available from the ESOL Office.

Dialogues are used in the ESOL classroom as models of correct speech incorporating structures that are necessary in a specific unit of study. Correct pronunciation and intonation is practiced as new vocabulary and structures are introduced. Dialogues provide an excellent way for students to practice English and provide a take off point for writing/creating their own dialogues and presenting them to the class.

The content area teacher can use this technique of language learning by including pertinent material in dialogue form. For example: the social studies teacher might write or have students present a dialogue about the Presidents of the U.S, practicing their names and ordinal numbers as well as other structures.

Pedro: "Who was the first President of the U.S.?"

Carme: "I dont't know. Let's ask Mr. Smith."

Pedro: "Mr. Smith. I think George Washington was the first President of the U.S. Am I correct?"

Mr. Smith: "Yes, you are. Do you know who the second President was?"

Pedro: "No, but I know how I can find out."

Mr. Smith: "Great! Tell me."

Pedro: "I'll ask my history teacher again."

OBJECT LESSON

The object lesson technique is similar to the show and tell technique used in the primary grades. Have a student bring in an object from his/her native country. The object should be one that can stimulate questions and discussion. The student and teacher can briefly discuss the object and then questions from the class can be taken. Students should be encouraged to ask a variety of questions (guidelines can be given such as "What is it made of?", "What is it used for?", "How much does it cost?"). This technique allows the ESOL student to share his culture as well as improve his listening and speaking skills. This technique also allows the ESOL student to contribute cross-cultural insight.

MODIFIED STRIP STORY

The modified version of a strip story technique presented here is basically a scrambled picture exercise. The teacher reads a story such as "No Roses for Harry" and supplies the students with dittoed drawings of a limited number of events in the story. The pictures are given to the students, cut into individual pictures and out of sequence. The teacher asks the students to sequence the pictures and write or say the happenings that are taking place. (The teacher offers no help during this process.)

This activity can be done in small groups to promote discussion and can even be a race. Each group's story can be read or given as an oral presentation and discussed by the entire class. As a follow-up, the entire story can be repeated from the sequenced pictures with tenses changed, pronouns reversed or even as a dictation.

LANGUAGE/MOTOR ACTIVITIES

Non/pre-literate students can be involved in games such as relays or scavenger hunts with little difficulty. Put an ESOL student on a team with native English speakers for a scavenger hunt. Use content area vocabulary (e.g. science items from a particular unit of study) and have students find a number of items on a list. Provide the ESOL student a list of words accompanied by pictures. In a relay race, an ESOL student can help a team win if s/he is familiar with the vocabulary. The following format is offered as a suggestion:

1. Set up teams of seven or twelve players.

2. Give each student a card for a day of the week or month of the year.

3. Using the chalk tray, pocket chart or flannel board, have each player insert his/her card in the proper place and tag the next player.

4. The first team to finish with the correct sequence wins the relay.

UNITS OF STUDY

The main body of this handbook is divided into six units. They present the cultural concepts, lexical and structural items and activities to be used to teach the skills that the pre/non-literate students need to master in order to read and write successfully. The first unit is divided so that the skills sequence is Listening, Speaking, Reading and then Writing. This format trains the students and the teachers of all content areas to remember that listening and speaking skills should be acquired before expecting mastery of reading and writing. It should be noted that the pre/non-literate students often have the initial feeling that school means only reading and writing due to the absence of these skills in their lives. Moving to these skills quickly is important. The immediacy of learning to read and write "something" right away will keep their interest at the beginning of instruction until the teacher is able to show them the logical sequence aforementioned.

These six units of study were developed with two main groups of teachers in mind. The ESOL teacher will use these units to individualize in the ESOL classroom until s/he is able to integrate the instruction of the pre/non-literate student with the instruction of the main stream of the ESOL class.

The second important group of teachers for whom this handbook was developed are the content area teachers and classroom teachers who need to be aware of the basic skills being taught to the pre/non-literate students by the ESOL teacher so that they can coordinate instruction of the content materials with those skills being learned in the ESOL class. It is important for the non-ESOL teachers to remember that review of very basic information for the general population of students can be the actual instruction for the pre/non-literate

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student. In this way the content area teacher is not bogged down by "time to individualize". Instead s/he is incorporating new instruction for the pre/non-literate into a review for the class. Specific ideas and instructions for the content area teachers in middle schools are found in the introductions to each unit.* In addition, the following list of suggestions gives hints for modifying existing material when teachers are pressed for time to make teaching tools of their own.

* Samples that demonstrate how to modify the 4-6 grades Science and Social Studies curriculum guide follow Unit VI. Throughout this guide, activities are indicated for coordination of language goals in P.E., Music and other classes.

UNIT I - OVERVIEW

Content area teachers must also teach language in addition to their many other responsibilities. It is hoped that this handbook will make their job less complex. In Unit I of this handbook, language instruction tasks are presented that relate to specific content areas. To the homeroom or language arts teacher falls the language instruction task of teaching classroom and school survival vocabulary and skills. Middle school teachers may note that much of the new vocabulary will be new for all their students. Social Studies teachers can emphasize language instruction when conducting school map activities. ESOL students can easily be included in listening and speaking activities related to school maps and, as their language proficiency improves, reading and writing activities can be added. Listening and speaking skills can be improved in Social Studies classes by encouraging ESOL students oral participation in locating and repeating the names of their countries of origin during map and globe studies. If the content area class includes a small number of ESOL students, pairing these students with a native English speaker provides a good review for both students (e.g. "What is my name?" "What is my country?" "What is her country?", etc.) Math teachers can introduce and reinforce number concepts by reviewing ESOL student bus, telephone and room assignment numbers. Physical Education teachers can teach directional vocabulary in oral instructions given for group activities and number concepts when counting numbers of players for team assignments.

Repetition (with no change in teacher stress or intonation) is essential in language development. Content area teachers need to help ESOL students acquire new words and concepts by:

1. pronouncing words
2. explaining words
3. having students repeat words
4. having students write and repeat words
5. reviewing and repeating words often
6. providing a variety of ways to teach new words and concepts

A detailed format for Unit I follows Unit I's outline. It separates Unit I's content into listening comprehension skills, listening and speaking skills, and reading and writing skills. It is suggested that as listening-speaking skills are mastered, the student then can move on to the corresponding reading and writing skills

UNIT I

Cultural Concept

The student in relation to himself/herself, his/her class and his/her school environment

1. Students' names
2. Students' countries of origin

Structural Items

1. Be - present tense affirmative, negative and interrogative
2. Buy - present tense affirmative
3. Subject pronouns (I, he, she, it, you, we, they)
4. Preposition - from
5. Possessive adjectives (my, your, his, her, our, their)
6. Wh questions - what, who, where

Lexical Items

1. Students' names:

first	given
middle	family
last	

2. Students' countries of origin:

continent	globe
country	map

3. Pre-reading/writing vocabulary:

circle	bottom	number	same	count
slant	write	cursive	different	tap
right	correct	dots	line	yes
left	listen	draw	numeral	no
top	repeat	like	trace	straight

4. Greetings:

hi
hello

5. School-related vocabulary:

(see Unit I special instructions)

A. Classroom Survival Skills

Listening Comprehension:

1. Students should be able to: respond to classroom directions; listen, repeat, write, yes, no, coordinated with teacher's gestures.

2. Students should be able to comprehend first name and last name.

3. Students should be able to comprehend 'Hello'and 'Hi' by exchanging greetings.

4. Students should be able to comprehend the word "number" (1-10) after teacher demonstration - counting fingers out loud and then objects of the same kind and color.

5. Comprehend the stress and intonation of a telephone number.

B. School Survival Skills

School Supplies:

1. Students should be able to comprehend:

3-ring notebook	pen
notebook paper	plastic supply holder (optional)
pencil with eraser	BUY - present tense
dividers	Imperative + need + infinitive
crayons	

C. School Schedules

1. Students should be able to comprehend the words:

schedule	team	subject	exploratory subject
period	grade	school name	
classroom (room)	lunch	bell	
day (A-day, B-day)	teacher	mod	

D. School Tour - use overhead to demonstrate

1. Comprehend:

map	lavatories - boys/girls
upstairs	fire alarm
downstairs	locker
office - main guidance	playground
media center	cafeteria
gym	healthroom
bookstore	

2. Comprehend simple directions and commands such as:

go left	come in	take out/paper/pencil
go right	stand up	open/close/book
straight ahead	sit down	open/close/door
		open/close/window
		stand for the pledge

Listening & Speaking

Students should be able to:

1. respond with their first and last name.
2. respond to greetings (with name).
3. repeat and say the numbers 1-10 after a substitution drill.
   e.g., teacher omits one number which the class chorally supplies.
4. repeat their own phone number and then produce it alone.
5. practice numbers with teacher-made language master cards consisting of number, words, and symbols.
6. comprehend the word "bus" and produce "bus number".
7. repeat the names of supplies needed and understand the concept of "buying".
8. repeat the words related to school schedules.
9. say the period number and classroom number.
10. repeat the names of the places as they visit them on walking tour of school.

Reading & Writing

Student should be able to:

1. recognize the words "name", "first" and "last" and student's name written on teacher-made name cards.
2. hold a pencil correctly and slant the paper properly.
3. circle the letters of their name proceeding from left-to-right in a tracking exercise. (See activity 9, Unit I).
4. trace their first and last name.
5. print or write their name on a work sheet.
6. recognize the value of a number when shown dots.
7. match same numbers.
8. take dictation of numbers.
9. recognize and copy numbers from a picture of a telephone onto a blank telephone on a work sheet.
10. produce phone number from memory.

11. recognize and write school bus number.

12. copy periods of the day and room numbers.

13. locate room numbers on a map of the school and write the period number on the appropriate room.

14. read map while on the school tour; locate each room as they visit it.

UNIT I - ESOL ACTIVITIES

1. Chain name game: Sitting in a circle, students say their names and then name all others previously introduced.

2. Group photo: Take a self-developing photo of all the members in the class. Each student must identify their classmates by their first names. Post the photo on the bulletin board (along with the names of all the students on cards).

3. "What's Your Name": Song from Learning Basic Skills Through Music, Vol. 1.

4. Obtain a copy of the Jazz Chants "Tell Me Your Name" from the ESOL teacher. Using the directions found in the manual, conduct the chant to help introduce individual class members to each other by pronouncing and repeating their names. First and last names may be used to expand the chant.

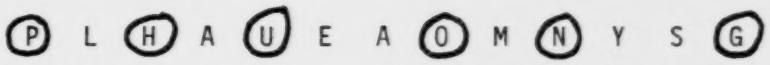
5. Teacher makes name cards (or uses those from Activity 1) for each student and points to first and last names of each student. Names are grouped by country and placed around a world map. Using a piece of yarn, students connect their name to their mother country. Teacher assists students in locating their countries. Teacher may also write his/her name and home state/country.

6. First/last name ditto: Following the teacher's directions, students fill in their first and last names on the ditto. (Reproducible master I-1).

7. "Concentration" with names of students. Print the first name of each student on squares of thick paper. Place the cards face down and mix them up. Each student gets a turn. Turn over two cards. If the cards match, the player keeps that pair and takes another turn. If the cards do not match, they must be replaced in the same spot. The next student takes a turn. The student with the most cards is the winner.

8. Teacher demonstrates circle formation in the air using his/her index finger. Students mimic this movement and then transfer the motion to the desk. After enough practice, teacher instructs class in holding a pencil and making circles in the air. Then, the teacher instructs class on slanting paper properly and making circles on double-spaced lines proceeding from left to right. In the middle school, the teacher may demonstrate connected circles.

9. Teacher includes the letters of students' names sequential order along with letters. This activity may be done on the blackboard. The teacher calls on individual students to find their names. Students circle the letters that belong to their names in sequence.

   Example: Phuong 

10. Students practice left-to-right and top-to-bottom progression by tracing straight broken lines. (Reproducible master I-2).

11. Writing names: Middle School Activity. Take an 8x11" piece of manilla paper and fold in half lengthwise. Do the same with a sheet of carbon paper, the black side on the outside. Students practice writing their names in cursive on a scratch piece of paper. Then, insert the carbon into the folded manilla paper and students write their name on the fold. Open and fill in the design with crayons.

12. Orientation of Study Skills for Middle School:

    a. Go over school rules.
    b. Organize notebook and dividers.
    c. Demonstrate coming into class, getting out materials and the starting warm-up.
    d. Demonstrate how to head a paper.
    e. Homework- Due the next day. Teacher sometimes has a place to deposit it (not always called for).
    f. Students keep an assignment sheet in the front of their notebook to copy their homework from the blackboard.
    g. Bring a note to the homeroom teacher to explain an absence.
    h. Discuss the importance of being on time for class.
    i. Tell students the times when they are allowed to go to their lockers.
    j. Demonstrate covering textbooks .
    k. Discuss the payment for any lost books.

13. Notebook Maintenance Sheet -(Reproducible master I-3).

14. Numbers and dots (values) - (Reproducible master I-4).

15. Matching like numbers - (Reproducible master I-5).

16. Matching numbers with correct values (dots) - (Reproducible master I-6, I-7).

17. "Concentration" with numbers and values (dots). Teacher makes up cards with numbers. For each number card, the teacher makes a corresponding card with the value depicted with dots. Proceed to play as in Activity #7. Later the dot value cards may be taken away and replaced with the names of the numbers written on cards.

18. Instructions for teaching number writing - (Reproducible master I-8).

19. Review of numbers - (Reproducible master I-9).

20. Matching the number word, the numeral, and the concept. (Reproducible I-10, I-11). Students cut apart the puzzle and reconstruct a portion or all of the page: using the visual cues (jagged lines) and without using the visual cues.

21. Auditory memory for one-to-one correspondence. The teacher taps out numbers and the students write the number of taps they hear.

    Directions: Place your pencil so that it rests on the line. Listen carefully to the number of times I tap my hand on the desk. Quietly or in your head, count the number of times and write the number on the line. Listen:

    To the Teacher: Tap three times for the example. Have the student write the number s/he counted on the line. Then the student listens to the next taps and counts them again. Tap 8 times at approximately one per second. Keep tapping in the same rhythm to the finish even though s/he may have lost track or become confused.

22. Dictation of numbers. Students write the numbers the teacher dictates. Provide a paper numbered 1-9.

    Directions: Place your pencil so that it rests on line number one. Put your pencil down. I am going to say some numbers when I have finished saying them, pick up your pencil and write them in the order that you hear them. Let's do an example: Pencil down. Ready, listen: 6,8,7 (pause while student writes. Write on blackboard or overhead 6,8,7. Then say ...) Did you write 6, (pause) 8, (pause) 7? Are you ready to begin now? We will begin with number one and do nine all together. Pick up your pencil. Here's number one. Ready, listen

23. Seeing likenesses and differences is a requisite for reading readiness. Use ditto masters in the Continental Press booklet, "Seeing Likenesses and Differences",to develop this visual discrimination skill. The ESOL teacher will be able to provide the masters for content area/classroom teachers.

24. Teacher holds up picture/flashcard of two circles of equal size. Teacher says "same". Then teacher holds up one circle and one square and says different. Continue in this manner - holding up same and different shapes. Then have students pair off and continue the activity with each other. After using flash-cards of shapes, progress to using flashcards of letters and then later to names of students in the class and familiar words such as: name, in, out, girl, boy, teacher, student, Hi, etc.

25. Using a transparency made from reproducible master I-12, introduce the American touch-tone telephone face-plate, numbers and letters. Have students repeat each button after you pronounce numbers and letters on it. Write in a telephone number on the transparency and have students practice the correct rhythm and intonation aloud. Stress that digits in a telephone number are usually said as individual units, not combined as they might be in a street address. Provide each student with a copy of the master to write his/her phone number on. Practice saying their own and reading others aloud.

26. Using a language master unit, prepare a card with a picture of a combination lock and the combination written as the students will receive it for their own lockers, R #_ L #_ R #_. Tape the combination onto the voice track of the card. Allow students to practice the combination until they are proficient.

27. Before taking a walking tour of the school, provide students with a copy of the school floor plan. Practice "following" their schedule, A-day and B-day, on a corresponding transparency.

28. Using the transparency prepared for activity 27,ask questions using the present tense of the verb Buy. Ask students what they need to buy for each class to review supply vocabulary.

29. Conduct a "cloze" exercise to review the Pledge of Allegiance for native English speakers and present it to ESOL students. Prepositions could easily serve as the words chosen for deletion in this cloze exercise. (See Instructional Techniques for directions in conducting a cloze exercise.)

MATERIALS

1. numbers - Magic of English Workbook
2. name - Music: Learning Basic Skills Through Music, Vol. I. "What's Your Name?"
   Jazz Chants, p. 45
3. pre-reading skills - Seeing Likenesses and Differences, Continental Press, Inc.

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DIRECTIONS: WRITE YOUR NAME AFTER THE TEACHER WRITES IT.

Name _____
first last

name _____
last first

Name _____
first last

name _____
last first

First Name _____

Last Name _____

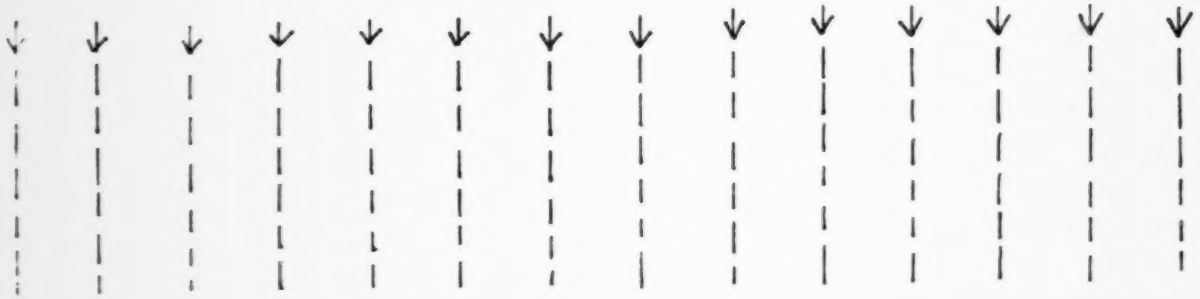
first name _____

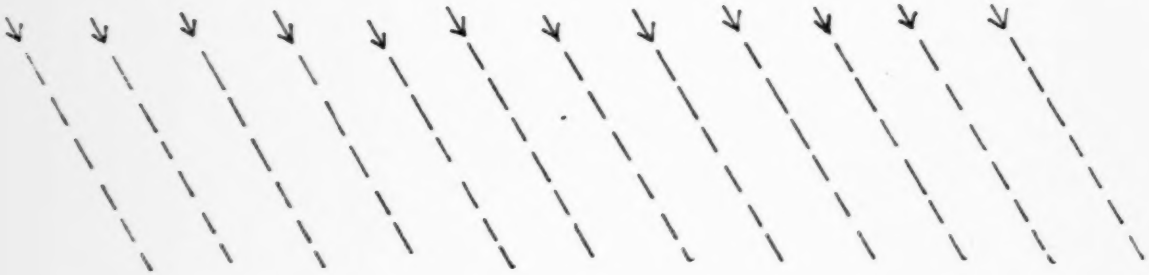
last name _____

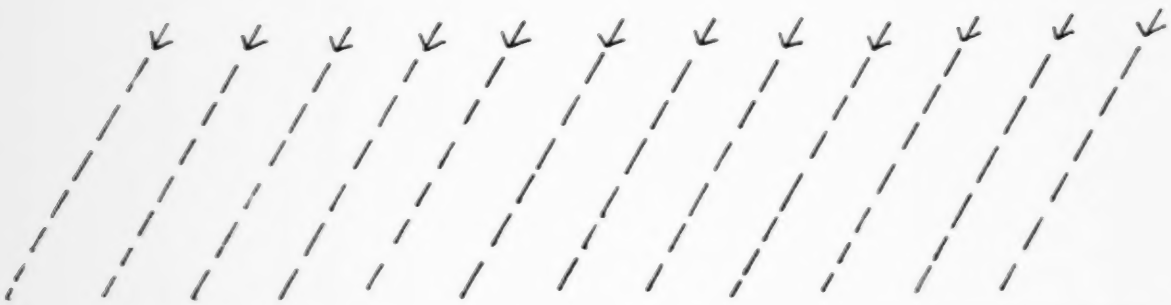
Name _____

Trace Along

Following directions is very important in reading. Try to help each child establish two good work habits on this page--working left to right and working top to bottom. Have each child use his/her finger and trace the directions indicated. After tracing several times let each child select a crayon and trace the lines carefully. The arrows indicate the direction to follow.







NAME: _____

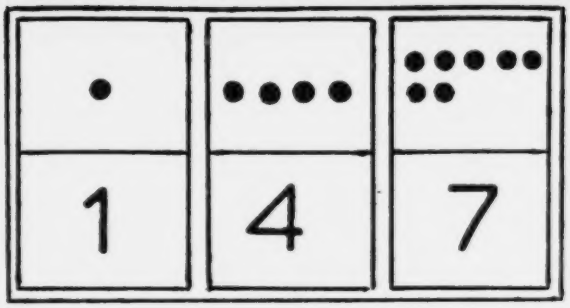
DATE: _____

PERIOD: _____

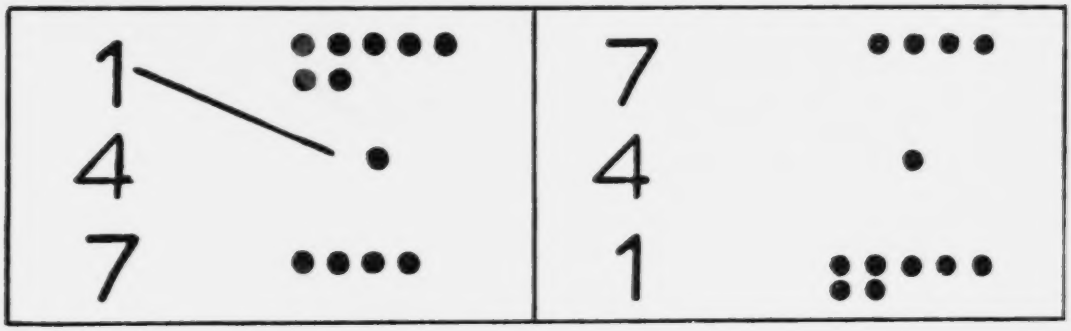
SUBJECT: _____

NOTEBOOK MAINTENANCE SHEET

1. All students must have a notebook and bring it to class every day.
2. The notebook will be collected and graded frequently throughout the year.
3. The notebook must have a plastic or hard cover and three rings large enough to hold papers for an entire semester.
4. The student assignment sheet is placed in the front of the notebook. Enter each new assignment on the assignment sheet.
5. All papers are to be arranged in chronological order with the earliest date on top when the notebook is opened.
6. When work is returned to the student, that work should be placed immediately in the notebook, available for further review and reference.
7. All blank paper is placed in the back of the notebook.



Draw a line.



Make an X.

•	X	4	7	X	X	4
••••	7	1	4	7	4	1
•••••	4	7	1	7	1	4
•	7	1	4	7	1	1
••••	4	4	1	4	7	7
•••••	1	7	4	7	1	7

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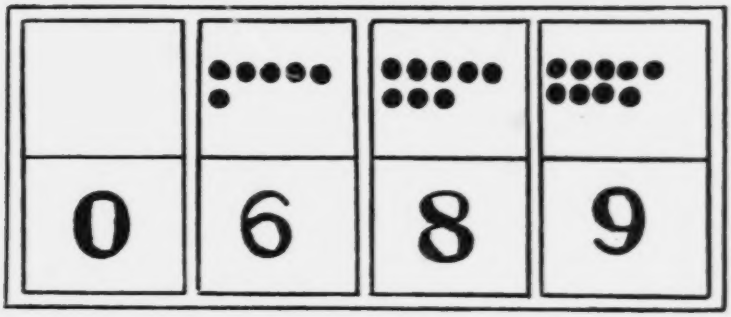

Draw a line.

0 8 6 0 8 9 9 6	9 6 6 8 0 9 8 0

Make an X.

0	6 9 0 8 0 6
6	9 6 0 8 6 9
8	6 8 9 6 0 8
9	9 9 6 8 0 9

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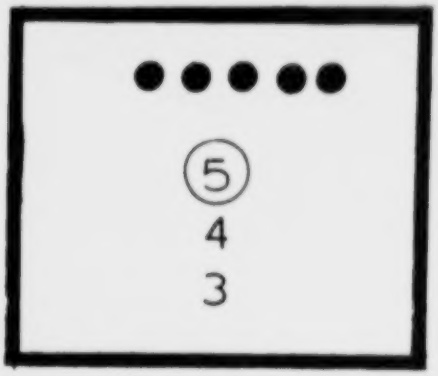
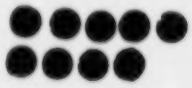
first name _____

Directions: Circle the correct answer.



1. 5 4 3	2. 5 4 6	3.  9 8 7
4. 8 9 10	5. 6 7 8	6. 9 10 8
7. 1 2 3	8. 6 7 8	9. 4 2 3

last first

DIRECTIONS: CIRCLE THE CORRECT ANSWER.

	1	5	7	8	6	9

	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10

DIRECTIONS: LISTEN AND WRITE THE NUMBERS.

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

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SUMMARY OF TEACHING NUMBER FORMATION

TEACHER	ACTIVITY/RESPONSE
1. Let's learn to write numbers.	1. Distribute lined paper and pencils.
2. Let's draw lines.	2. Draw a row of each of the following lines/strokes on board. Point out spacing. Learners draw a row of lines/ strokes on paper.
3. Let's draw circles.	3. Draw a row of circles on board. Learners draw a row of circles on paper.
4. Let's draw the shape ↄ.	4. Demonstrate on board. Learners draw a row of ↄↄ on paper.
5. Let's make the number 1.	5. Demonstrate on board. Learners make a row of 1's on paper.
6. Let's make the number 4.	6. Demonstrate on board. Learners make a row of 4's on paper.
7. Let's make the number 7.	7. Demonstrate on board. Learners make a row of 7's on paper.
8. Let's make the number 6.	8. Demonstrate on board. Learners make a row of 6's on paper.
9. Let's make the number 3. (Follow with 2 and 5.)	9. Demonstrate on board. Learners make a row of 3's on paper.
10. Here is your homework.	10. Distribute wide-ruled paper.
11. Practice making the numbers 1, 4, 7. Make one row of these numbers. (follow with 6, 9, 8, 0.) (follow with 3, 2, 5.)	11. Learners make rows of numbers for next class session.

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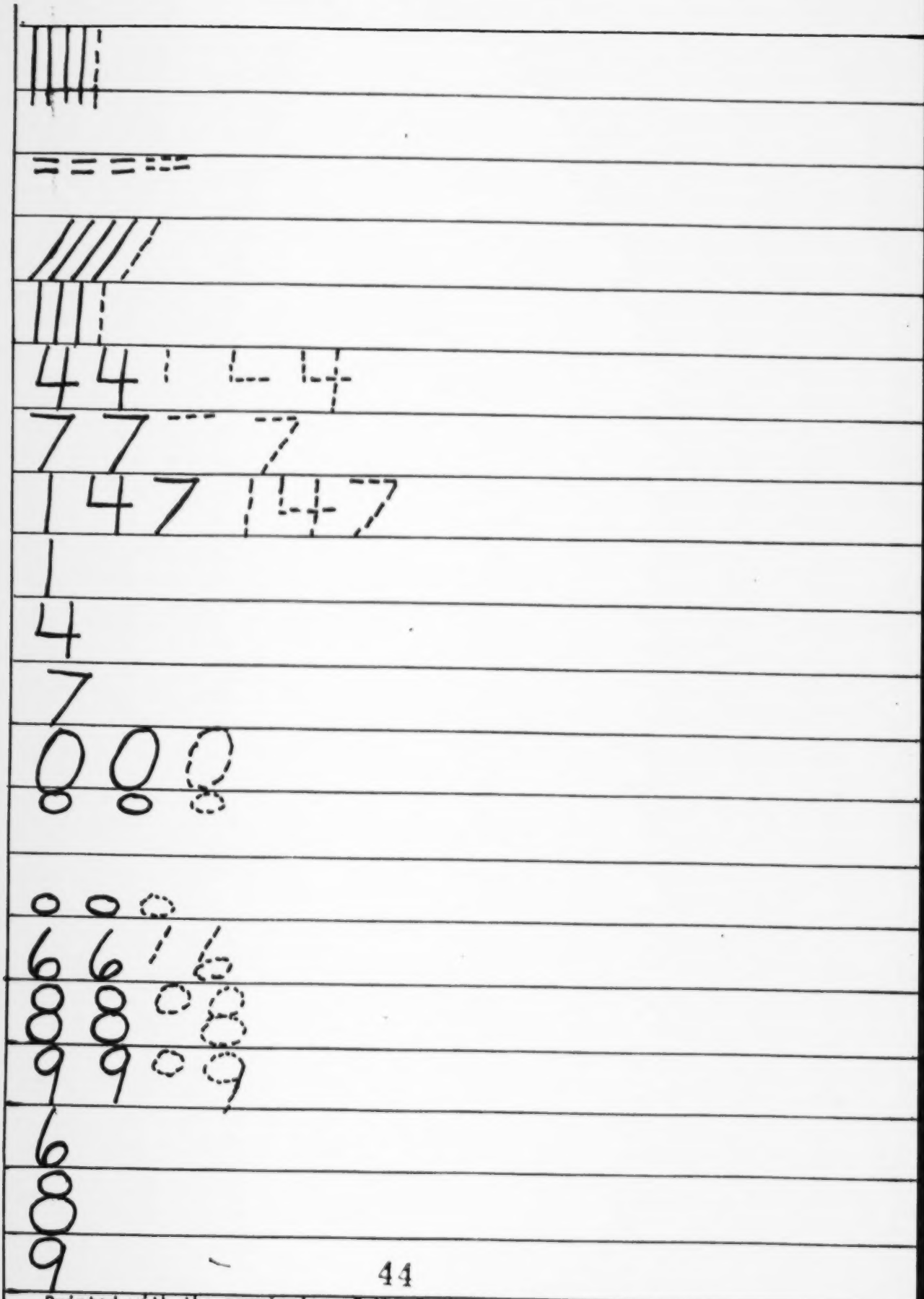

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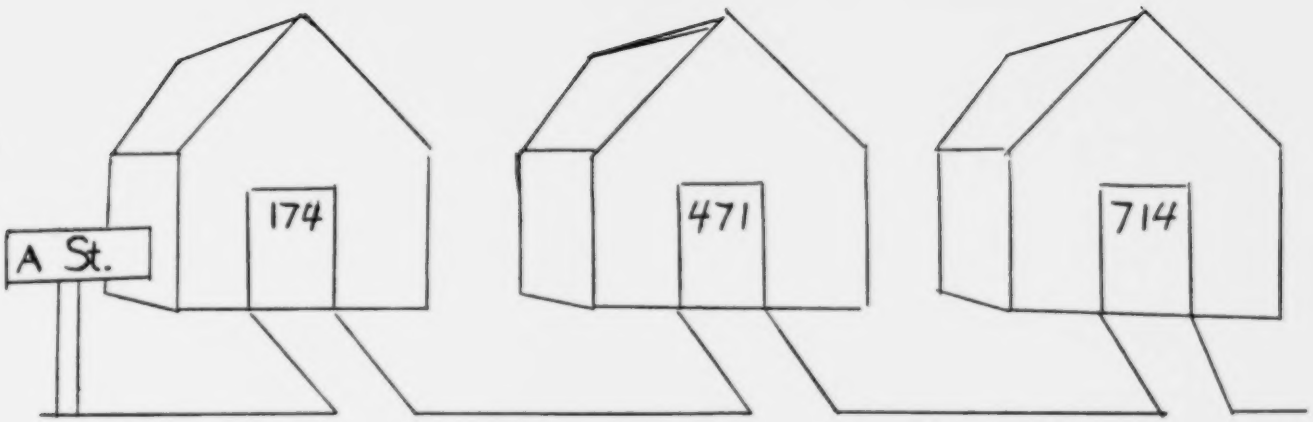

Write.

1	
7	
4	

Write.

•	••••	•••••	•	•••••	••••
1					

Copy.

174		471	

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one	1	o
two	2	oo
three	3	ooo
four	4	oooo
five	5	ooooo
six	6	oooooo
seven	7	ooooooo
eight	8	oooooooo
nine	9	ooooooooo
ten	10	oooooooooo

one	1	o
two	2	oo
three	3	ooo
four	4	oooo
five	5	ooooo
six	6	oooooo
seven	7	ooooooo
eight	8	oooooooo
nine	9	ooooooooo
ten	10	oooooooooo

48

49

UNIT II - OVERVIEW

The skills covered in Unit II of this handbook easily fall into the purview of all content area teachers. Instructing and reviewing basic grammar structures such as pronouns, demonstrative adjectives and proper use of the verb "to be" will be beneficial to all students. Teachers should attempt not to isolate ESOL students when teaching basic skills as many students will benefit from the reinforcement of these skills in preparation for the Maryland State Functional Tests that begin in the Middle School years. Basic mathematics skills necessitate a knowledge of the number concepts and shapes presented in Unit II. The Art teacher will be able to review basic shapes as well as color words. Music teachers may use the ESOL teacher as a resource for jazz chants and songs to reinforce many concepts introduced in Unit II. All content area teachers need to concern themselves with classroom vocabulary, expressions, greetings and leave-takings. There are many levels of reproducible masters at the end of Unit II to aid presentation. Teachers need to select those most appropriate for grade level instruction.

UNIT II

Cultural Concepts:

Continue classroom orientation and connect to the student and his environment.

1. names of contents of the room
2. names of instructional materials
3. names of the five basic shapes
4. names of the nine basic colors
5. greetings and leave-takings
6. getting to and from school safely
7. instructions

Structural Items:

1. Subject pronouns (I, you, he, she, we, they)
2. Be - affirmative
3. What is this/that?
4. Who is this/that?
5. Present tense verb - want
6. Demonstrative adjectives (this, that, these, those)

Lexical Items:

1. Classroom related:

student	chair	cabinet
teacher	table	shelf
book	door	closet
pen	window	calendar
pencil	flag	trash can / waste basket
paper	clock	scissors
notebook	ruler	paste
crayon	blackboard	
desk	chalk	
	eraser	
	bulletin board	

2. School related:

lunch ticket
lunch money
milk money
principal
librarian
secretary
nurse
school bus
bus driver
crossing guard

3. Shapes:

circle
oval
square
rectangle
triangle

4. Colors:

red
orange
blue
green
yellow
black
white
brown
purple

5. Road Signs:

stop - look (listen)
crosswalk
sidewalk
stop light
walk
don't walk

6. Titles:

Mr.
Mrs.
Miss
Ms.
Dr.

7. Numbers:

11 - 30

8. Everyday expressions:

Good Morning!
How are you?
Please.
Good Afternoon!
I'm fine. (Some discussion i.e. (shaking hands.)
Thank you.
You're welcome.
May I go to the bathroom?

9. Classroom expressions:

stand up
sit down
go to the board
turn on the lights
turn off the lights
erase the board
go/get/bring

open (the window)
close
line up
homework
wash
throw away
quiet

don't run
(no running)
walk
pass out the
paper/collect

UNIT II - ESOL ACTIVITIES

1. Students do a tracing exercise with straight and curved lines to practice left to right and top to bottom progression with broken lines. Reproducible masters II-1, II-2).

2. Discrimination of "same" and "different" using shapes. (Reproducible masters II-3, II-4, II-5, II-6).

   Pre-reading Activity 1: This is a teacher-directed exercise in visual discrimination. Make sure the student "reads" from left to right and from top to bottom.

   Pre-reading Activity 2: This activity is to be done by the student as soon after Pre-reading Activity 1 as possible. Activity 2 requires that the student write his/her address at the top of the paper.

   Pre-reading Activity 3: This activity requires that the student supply his/her phone number. The directions can be changed to read: circle, underline, or put a check, instead of put an X on the shape.
   Find It: This is a more sophisticated activity which requires the student to discriminate among more complex designs and shapes.

3. Tracing shapes. Students trace shapes by following broken lines. (Reproducible master II-7).

4. Finish the Shapes! (Reproducible master II-8). The student is given a shape in each line. He/she must then complete the incomplete figures using the shape as a model.

5. Finishing faces, butterflies, flowers, trees, etc. The teacher draws half a face (butterfly, flower, etc.) and the student completes the missing half.

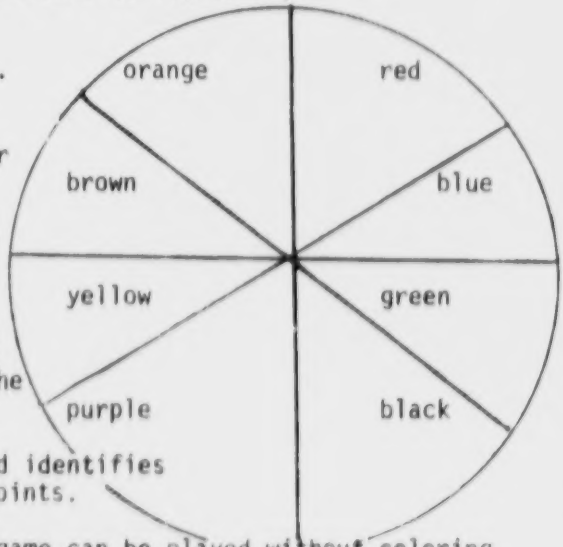
6. Pattern Reproduction. This activity will demonstrate the student's ability to reproduce a given pattern. (Reproducible master II-9). The teacher instructs the student to blacken the area in box one according to the original design. The student continues with the remaining boxes. The teacher should observe whether the student colors in one triangle at a time or perceives two as one area and colors both together to determine development of fine motor skills. Excessive time and/or disorientation in doing this task could indicate non-mastery of previously-taught activities in visual discrimination.

7. Matching the color with the correct color name by use of visual cues. (Reproducible master II-10). The teacher works with the student to color in the boxes. The student cuts apart the chart. The visual cue is a small black notch which must match properly for the answer to be correct.

Matching the color with the correct color name without the use of visual clues. This activity is similar to the preceding one and should be done after it. (Same master as previous activity.)

8. Color by number. The student colors a picture with the color assigned to each number. Begin with a relatively simple picture and progress to more complicated ones. (Reproducible masters II-11, II-12).

9. Color wheel. The color wheel can be utilized in a number of different ways. The students begin by coloring in the appropriate colors on the wheel. The wheel can then be turned into a spinner type of game:



   a. Cut an arrow-shaped strip from a piece of tagboard or a plastic milk carton.

   b. Punch a hole in the center and affix the arrow to the center of the color wheel with a brass fastener.

   c. The student spins the arrow and identifies the color to which the arrow points.

   d. At a more advanced level, the game can be played without coloring the wheel (i.e., just with the names of the colors).

10. Teacher-made flash cards. On large index cards, print the color name on one side and color the other side of the card.

11. With students working in groups of four, provide an envelope with two sets of the five basic shapes cut out of oak tag. Also, provide scissors, pencil, paste and colored construction paper. Students share materials and trace, cut and paste the basic shapes onto a white sheet in the form of a collage that can be displayed in the classroom. This activity encourages the ESOL student to participate in non-verbal sharing when conversation skills are minimal. S/he can also benefit from hearing student discussion which will occur while sharing materials.

12. Dictation of colored shapes. Students use crayons and follow the teacher's directions. Fold the 8 X 11 paper to allow for eight boxes, stressing left to right direction. Dictate instructions: Make two red circles." The teacher can tape a sample folded paper on the chalkboard and illustrate the first box and point to subsequent boxes.

13. Color the shape and write the color name. (Reproducible master II-13). Students color in a square and write the corresponding color word. The

students can refer to a master sheet or chart which shows matched colors and words.

14. Color puzzle. (Reproducible master II-14). Students complete a crossword puzzle using the names of the colors.

    Teacher key for coloring ovals:

    1 - black, 2 - brown, 7 - red, 6 - white, 3 - pink, 9 - orange,

    8 - green, 4 - yellow, 5 - blue, 10 - purple.

15. Color patterns. (Reproducible masters II-15, II-16). Students complete color patterns which the teacher begins for them.

16. "What color is this?" This question can be asked by the teacher as well as other students while pointing to objects in the classroom.

17. "What's this?" This question can be asked by the teacher and by students while pointing to objects in the classroom.

18. Chain game. Students ask each other questions: "What's this, what's that?", pointing to classroom objects. The student who gives the correct response is allowed to ask the next question. The teacher may label classroom objects as appropriate for grade level.

19. Matching. Students match a picture with the name of an object in the classroom.

20. Read labels on classroom objects. The teacher removes the labels and the students must replace them correctly.

21. Titles. Students identify pictures of men and women using titles such as Mr., Mrs., Miss, Dr., etc. Teacher may write key words such as principal, nurse, Team A science teacher on board and have students supply names. A written list may be compiled for a classroom display. Polaroid cameras may be borrowed from the ESOL Office to take photographs of school personnel. Wh questions (Who is this, What teacher is that?) may be practiced using the visual display.

22. Chain game. Students exchange greetings and everyday and classroom expressions. The student who responds is allowed to ask the next question. Examples of questions should be provided by teacher before exercise begins. See Lexical Items, #8, for examples.

23. Using the See It - Say It Cards for the verb "to be", introduce the subject pronouns. (Use ESOL teacher as the source.) Drill all pronouns by saying and repeating the words pointing to the pictures which correspond to the pronouns. When the students are familiar with the pronouns, review and drill using the "want" card. Use realia introduced in Units I and II such as map, globe, paper, pencil, lunch ticket, etc. Continue the exercise and introduce additional verbs where level is appropriate.

UNIT II - MATERIALS

1. Classroom - Welcome to English I, pp. 6, 8-11
   The Magic of English, pp. 2-7, 10-15
   Learning English as a Second Language I, p. 10
   Learning English as a Second Language II, p. 12

2. Shapes - The Magic of English, pp. 64-67
   Peabody Language Development Kit, Level II

3. Colors - Welcome to English I, pp. 12-15
   The Magic of English, pp. 20-21, 32-35
   Learning English as a Second Language I, p. 83
   Peabody Language Development Kit, Levels 1 & 2

4. Individual in relation to the school and ESOL class:

   Learning English as a Second Language I, pp. 1-4, 6

5. Subject pronouns - See It/Say It Cards (orientation)

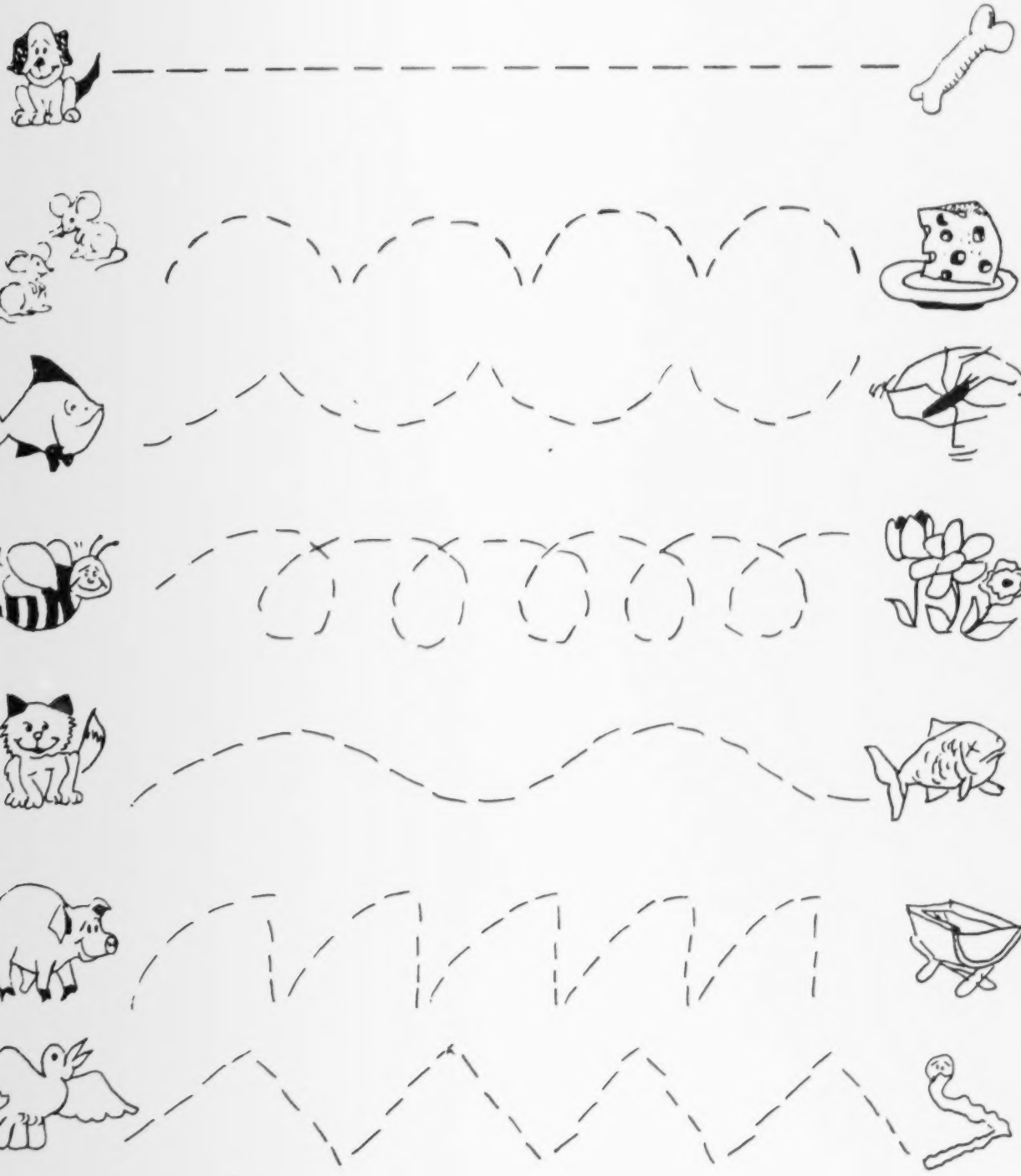
6. BE - affirmative - Learning English as a Second Language I, pp. 5,7,8,12,15-17
   Learning English as a Second Language II, pp. 12,23-24

7. Wh questions - WHAT, WHO

8. Demonstrative adjectives - Learning English as a Second Language I, pp. 30-32, 34
   Learning English as a Second Language II, pp. 70, 75-77

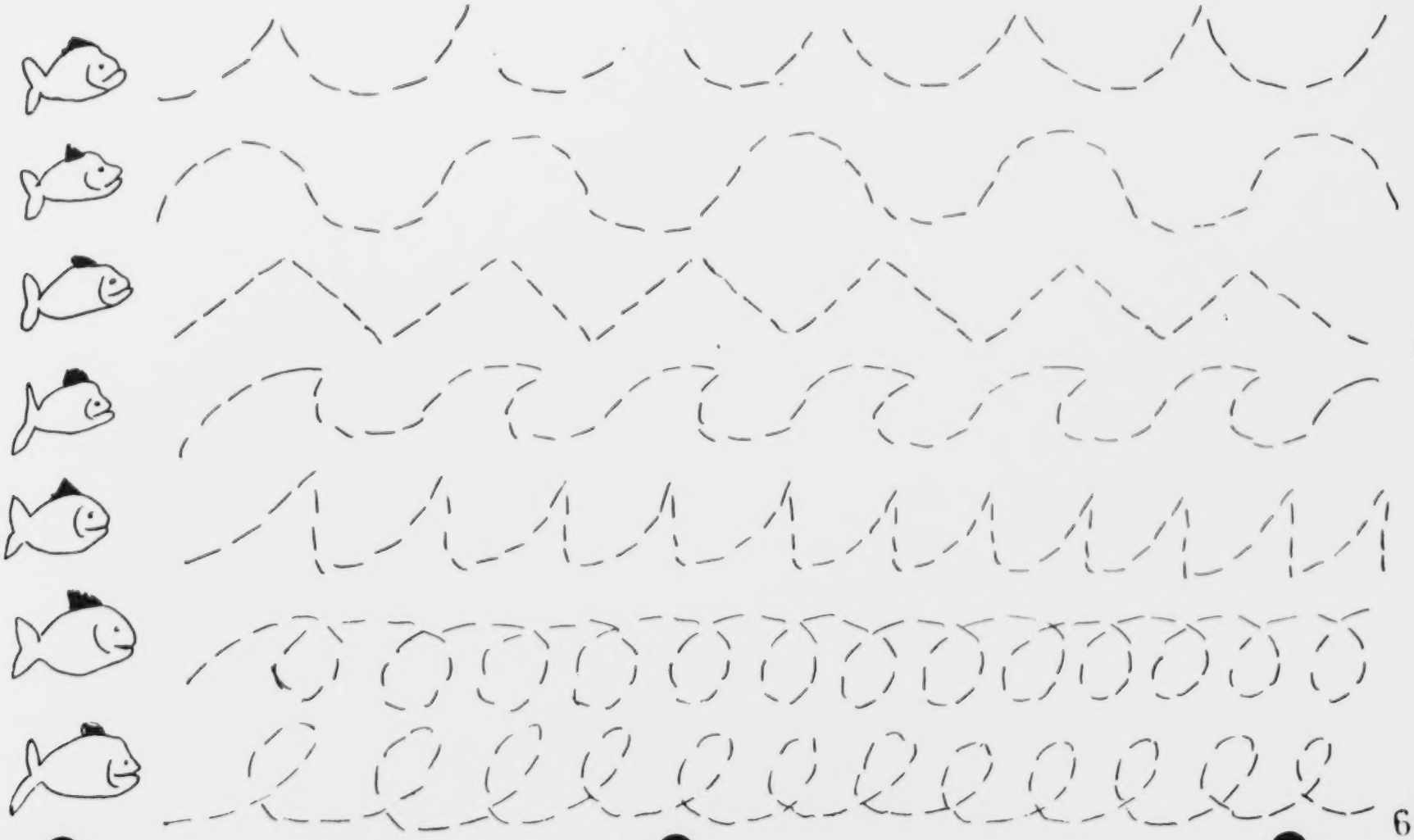
Help Us Get Food

Trace each animal's path to its food with your finger. Stay on the line. After tracing several times with your finger, try drawing the path with your crayon or pencil.



Trace Us

Each little fish has its own way of swimming. Put your finger on the fish's path and trace it from left to right several times. Then when you're ready, trace the path with your crayon or pencil.



PRE-READING
ACTIVITY 1

NAME_____

DIRECTIONS: Put an X on the shape that is <u>not</u> the same.

1.

1 2 3 4 5

2.

1 2 3 4 5

3.

1 2 3 4 5

4.

1 2 3 4 5

5.

1 2 3 4 5

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PRE-READING
ACTIVITY 2

NAME_____

ADDRESS_____

_____

DIRECTIONS: Put an X on the shape in each line that is not the same.

1.

1 2 3 4

2.

1 2 3 4

3.

1 2 3 4

4.

1 2 3 4

5.

1 2 3 4

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Note: This page asks for NAME and TELEPHONE NUMBER.

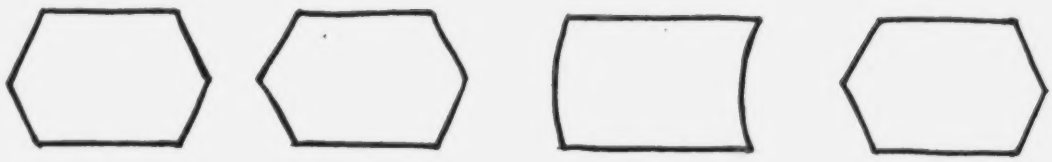
PRE-READING
ACTIVITY 3

NAME_____

TELEPHONE NUMBER_____

DIRECTIONS: Put an X on the shape in each line that is not the same.

1.



1 2 3 4

2.

1 2 3 4

3.

1 2 3 4

4.

1 2 3 4

5.

1 2 3 4

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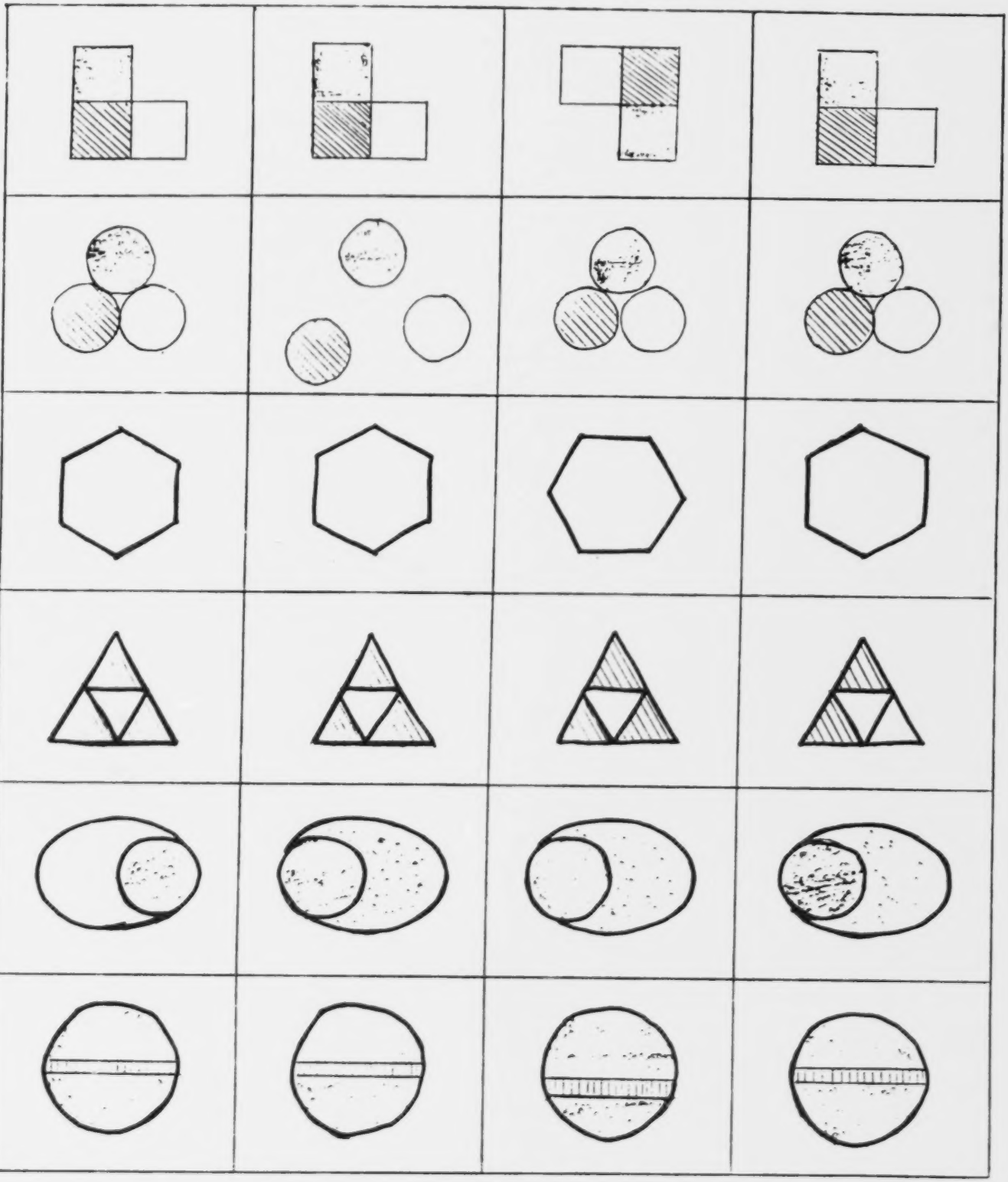
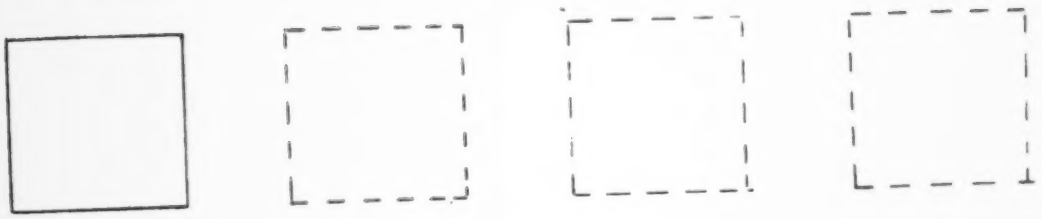
Find It

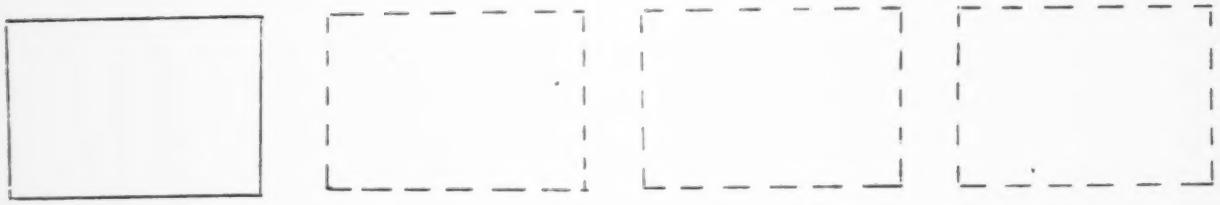
Find the one that is different in each row and cross it out.



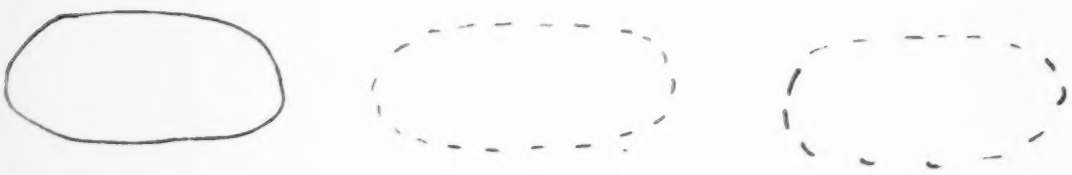
SHAPES

1. 

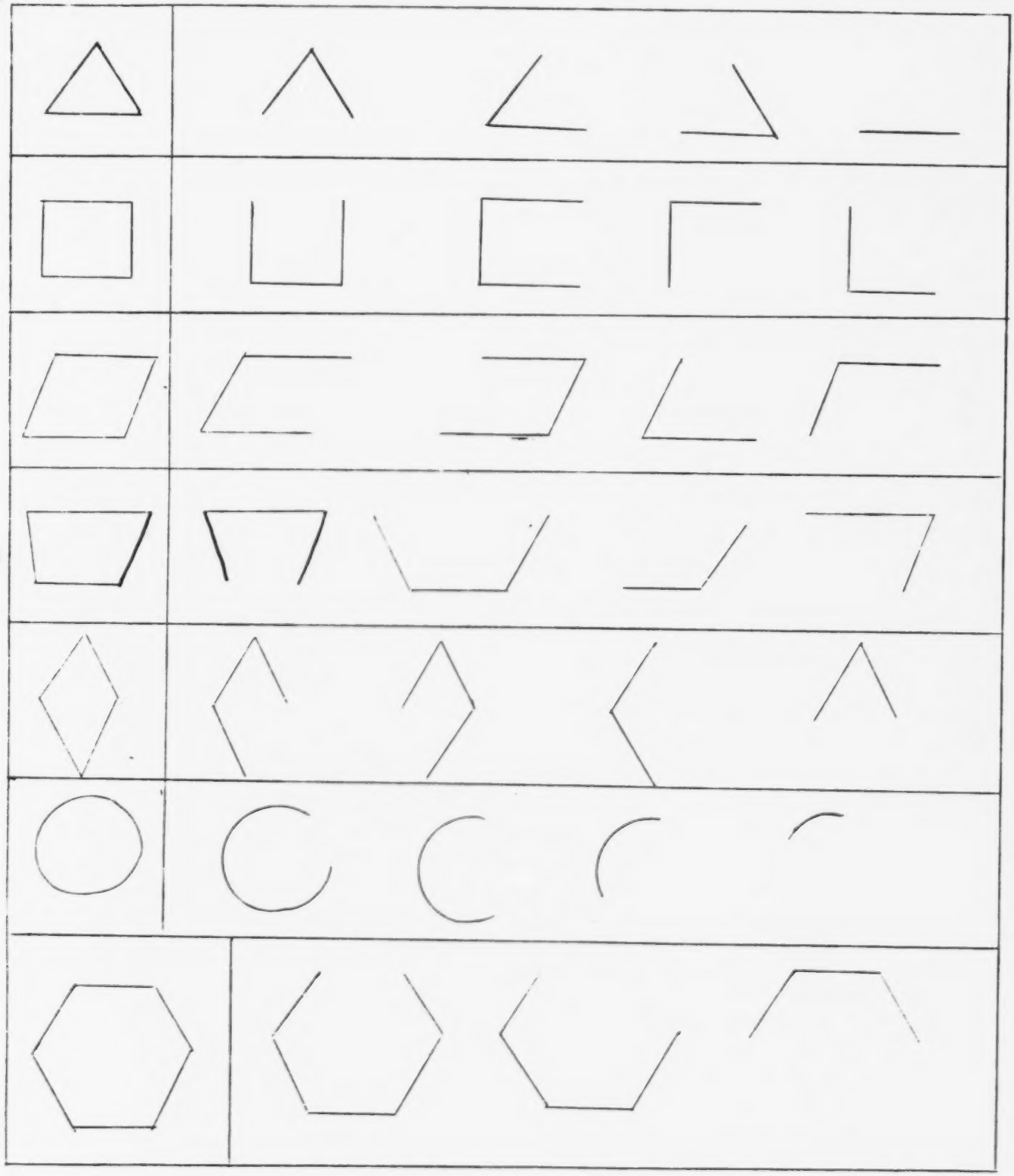
2.

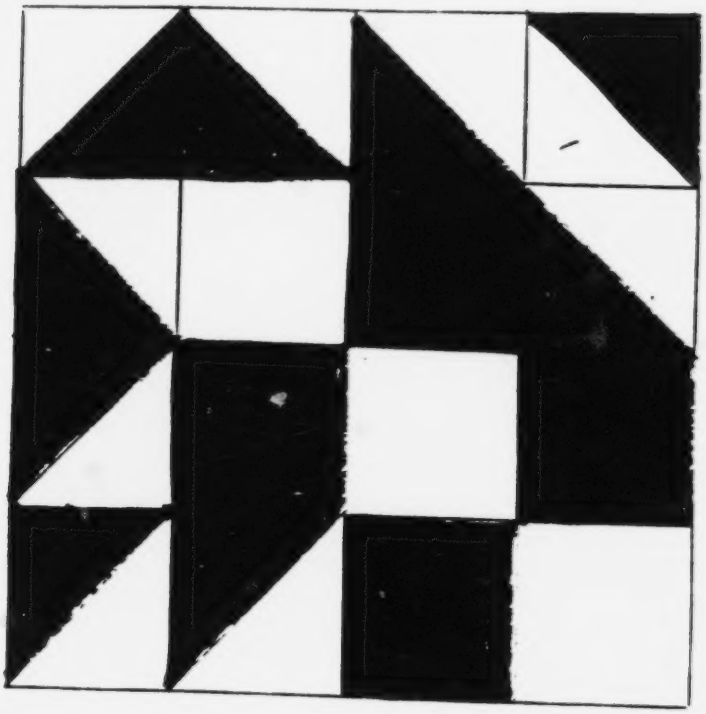
3. 

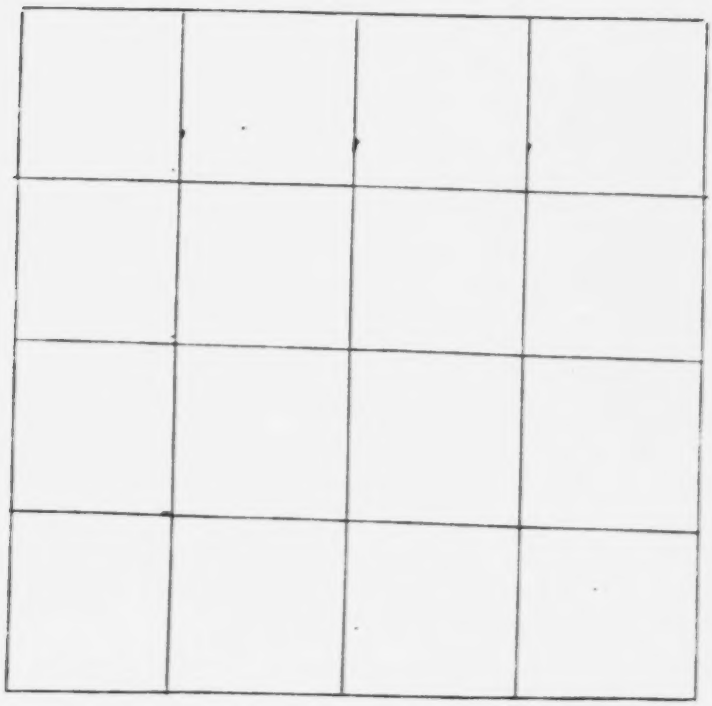
4.

5. 

Finish the shapes!







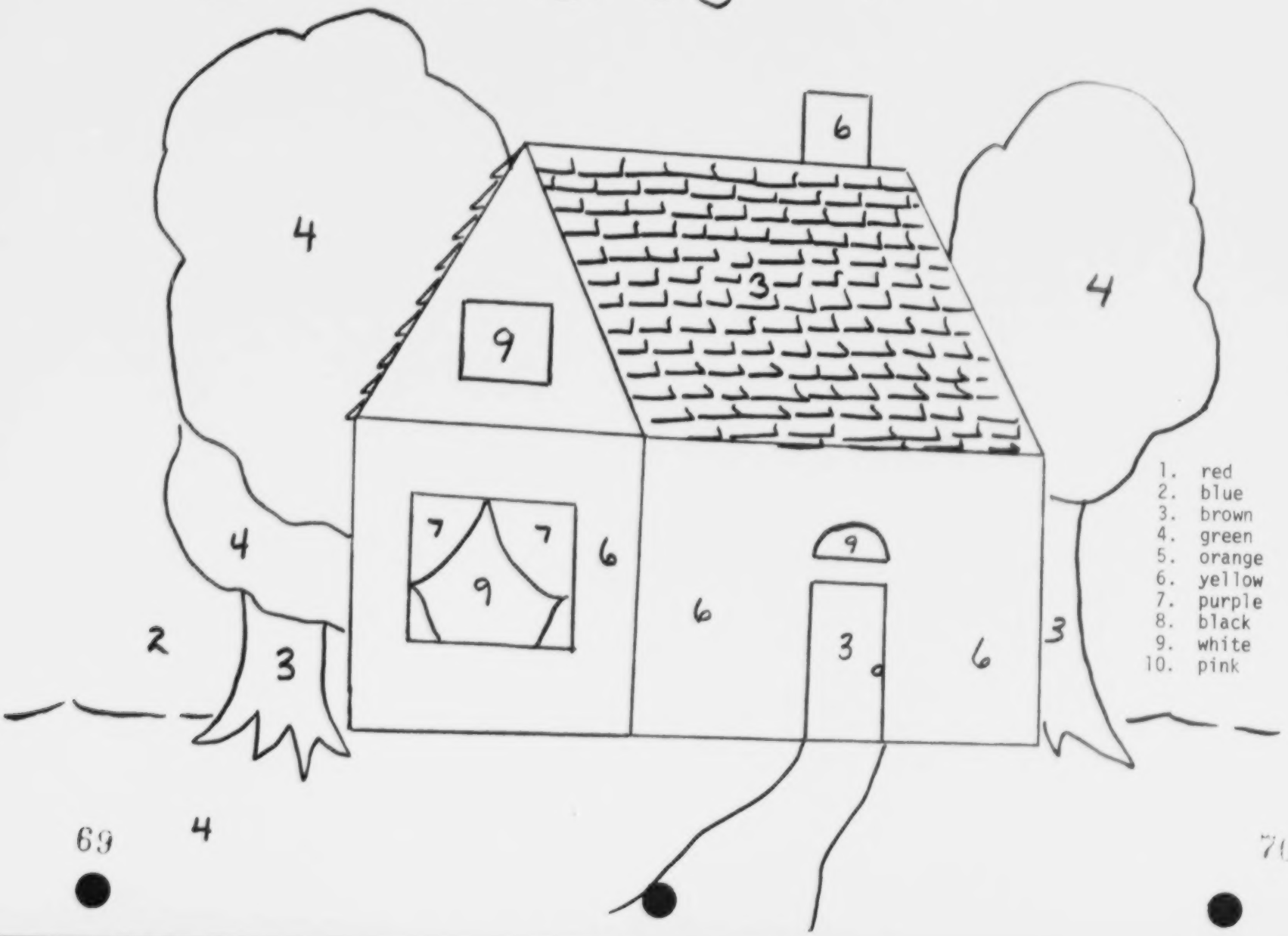
COLORS

1. blue	
2. red	
3. green	
4. orange	
5. yellow	
6. purple	
7. brown	
8. black	
9. pink	
10. white	

COLORS

1. blue	
2. red	
3. green	
4. orange	
5. yellow	
6. purple	
7. brown	
8. black	
9. pink	
10. white	

COLOR by Number



1. red
2. blue
3. brown
4. green
5. orange
6. yellow
7. purple
8. black
9. white
10. pink

1=red 2=yellow 3=blue 4=orange
5=dark green 6=brown 7=light green 8=white

COLOR THE SHAPE
WRITE THE COLOR NAME

1. 6.

2. 7.

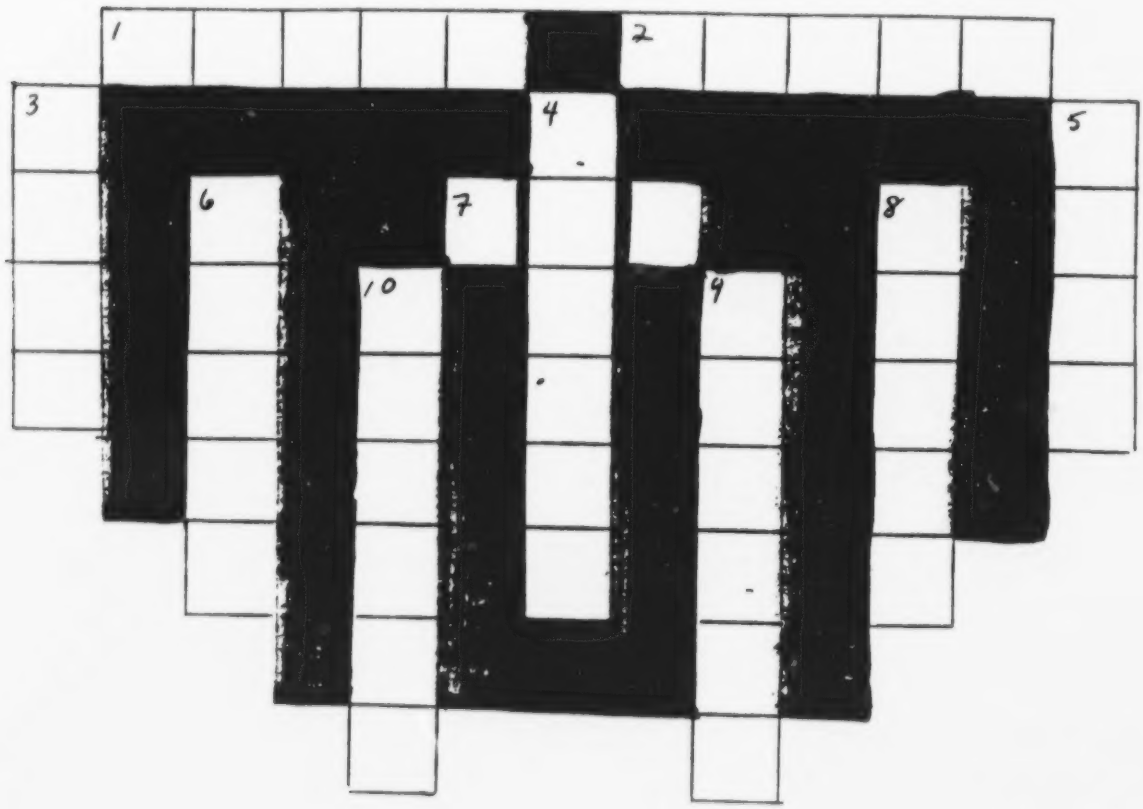
3. 8.

4. 9.

5. 10.

red brown black
blue orange purple
green yellow white
pink

COLOR PUZZLE



1. ◯ 3. ◯ 6. ◯ 10. ◯

2. ◯ 4. ◯ 8. ◯

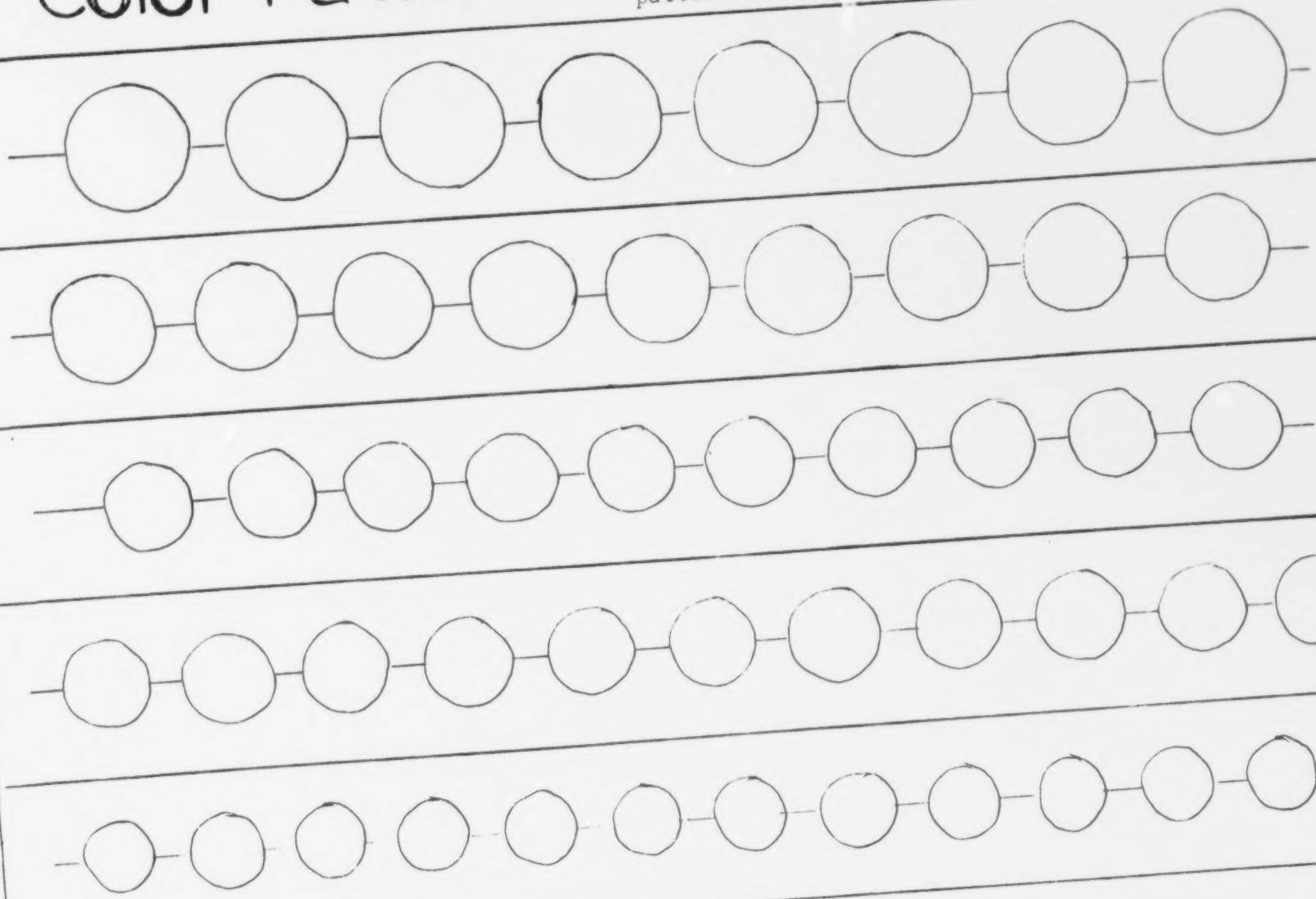
7. ◯ 5. ◯ 9. ◯

ANSWER BANK

yellow	purple	white	pink	orange
black	green	brown	blue	red

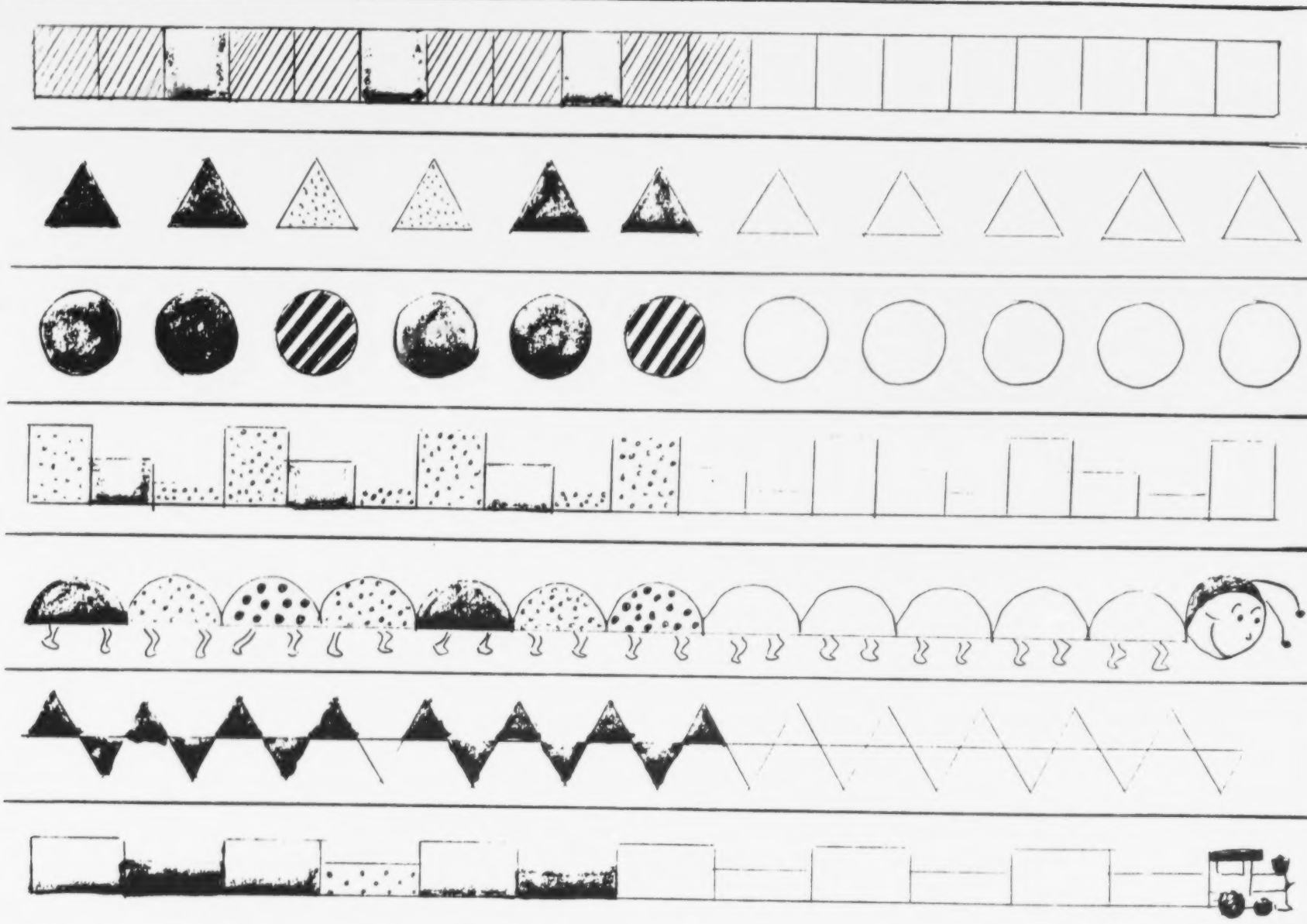
Color Patterns

Seeing patterns and following a sequence are important skills. Use crayons to finish each pattern in each row.



More color patterns

Use crayons to finish each pattern.



UNIT III - OVERVIEW

Instruction of half of the written alphabet begins in this unit. Upper grade Elementary School and Middle School teachers will have the responsibility for both manuscript and cursive instruction. All content area teachers can play vital roles in reinforcing letter formation and recognition by displaying and referring to the letters introduced with functional words from their individual content areas. Labeling content area tools will be helpful to both ESOL and non-ESOL students who might be unfamiliar with new terminology such as:

Language Arts	Social Studies	Math	Science	Physical Education	Art	Music	Home Economics	Industrial Arts
manuscript	map	digit	scale	net	stylus	F clef	stove	drill
cursive	north	zero	microscope	base	poster board	note	scissors	saw
notebook	atlas	meter stick	slide	football	ink	instrument	thread	lathe

For low-level ESOL students, the trace-copy-recall master, III-14, may be employed for individual work on new vocabulary in all content areas. As a student's proficiency increases, a native English speaker, paired with an ESOL student, can drill other structural items introduced in Unit III (appropriate drill instruction is provided in the activity section).

UNIT III

Cultural Concept: The student in relation to his/her new letter and number systems

1. Alphabet, spatial relationships, and qualities
2. American monetary system

Structural Items:

1. The indefinite article "a"
2. Here is/here are, there is/there are
3. Numbers by 10's, 0 through 100
4. Regular countable nouns
5. Regular noun plurals /s/ /z/ /iz/
6. Adjectives

Lexical Items:

1. Introduce alphabet, lower case before upper case: m s a d f t p n i l b z c

   (Note: Middle School may teach manuscript and cursive simultaneously)

   Spatial relationships:

   near - far
   linear
   here - there
   a

   Qualities:

   happy - sad
   big - little

2. American monetary system:

   numbers 0-100, by 10's
   cent - cents
   penny - pennies
   nickel
   dime
   quarter
   half-dollar
   dollar

   bill
   two dollar bill
   five dollar bill
   ten dollar bill
   change
   paper money
   $
   ¢

UNIT III - ESOL ACTIVITIES

1. Reinforce formation of lines and circles. (Reproducible master III-1, III-2, III-3).

2. Circle the shapes of the letters to be introduced in this unit by using reproducible masters III-4 through III-10.

3. Identify all letters introduced by discriminating one letter from a horizontal series of six letters. (Reproducible master III-11).

4. Demonstrate on the chalkboard and in the air how to make the letters. (Reproducible master III-12).

5. Have students trace each letter after it is introduced and then produce their own on the next line.

6. As each letter is introduced, couple it with a functional word from a sign, vehicle or machine beginning with the same letter that students will see in their enviornment.

m - men, mail	p - Post Office, push, pull
s - stop	n - no
a - alarm	i - in
d - don't walk	l - library
f - fire	b - bank
t - taxi	z - zoo
	c - closed

7. Use teacher - constructed Concentration and Bingo games to reinforce new letters of the alphabet introduced and numbers 0, 10, 20, 30, 40, 50, 60, 70, 80, 90 and 100.

8. Orally elicit short words made from new letters introduced in unit using pull, flip and pocket charts. (Reproducible master III-13).

9. Review classroom vocabulary and numbers using the trace, copy and recall method. (Reproducible master III-14).

10. By the time the student reaches this point, s/he is beginning to discriminate the shapes of the Roman alphabet introduced with success. If a student is experiencing difficulty with unit activities up to this point, a teacher can use reproducible master III-15 as a guide to create additional lessons for practice.

11. To introduce spatial relationships, conduct a substitution drill.

    Procedure: In this drill, the teacher says a sentence followed by a word or phrase to be used in place of one in the sentence. It takes awhile

for students to understand the patterns of a substitution drill. When they do catch on the drill can be continued without the model.

Example:

Teacher: The pencil is near (far).

Student: The pencil is far.

Teacher: The rulers are here (there).

Student: The rulers are there.

12. To introduce adjectives, conduct an expansion drill.

Procedure: Students are given a word or expression to add to a given sentence.

Example:

Teacher: I see a table (big).

Student: I see a big table.

Teacher: I have a face (happy).

Student: I have a happy face.

13. To introduce the vocabulary needed to study the American Monetary system, conduct a repetition drill.

Procedure: Repeat a sentence three times using normal intonation, speech and loudness. Gesture by hand for the students to repeat the sentence. Repeat the sentence and have the students repeat it a second time.

Example:

Teacher: (Showing a visual and or realia.) It's a penny. It's a penny. It's a penny. (Gesture)

Student: It's a penny.

Teacher: It's a penny. (Gesture)

Student: It's a penny.

14. To reinforce monetary vocabulary, conduct an expansion drill using bill as the base word and one-dollar, two-dollar, etc. as the expanders. Be sure to use visuals as new words are introduced.

15. To combine many structural items introduced in Unit III, use Reproducible master III-16. Check answers orally.

16. Complete a dialogue by making a transparency of Reproducible master III-17. Read transparency to students and ask for volunteers for possible dialogue completions. Allow as many students to speak as time permits.

17. Show the film One and More Than One #3213 from the Read On series. Wh-questions can be used to review noun plurals orally.

18. Show the film Frogs are Funny - Frogs are Fat: Adjectives #3431. Wh-questions can be used to review quality words presented.

19. Practice speaking skills with lexical items in Unit III by displaying an incomplete dialogue on board (as follows) and manipulating answers by showing pictures to cue responses. Repeat entire dialogue several times, including appropriate responses, before eliciting student replies.

Example:

Teacher: "How much does this _____ cost?"
(picture of familiar object)

("How much does this pencil cost?")

Student: "It's _____ ."
(picture of appropriate response)

("It's a dime.")

Have students ask each other dialogue questions as the pattern becomes familiar.

20. At the conclusion of Unit III, the teacher may use Reproducible master III-18 to review basic skills taught in this unit.

UNIT III - MATERIALS

1. Alphabet - manuscript and cursive handwriting practice:

   Welcome to English I, pp. 24-27
   The Magic of English, pp. 60-63
   Trac-a-Bit Cards
   Groovy Letters

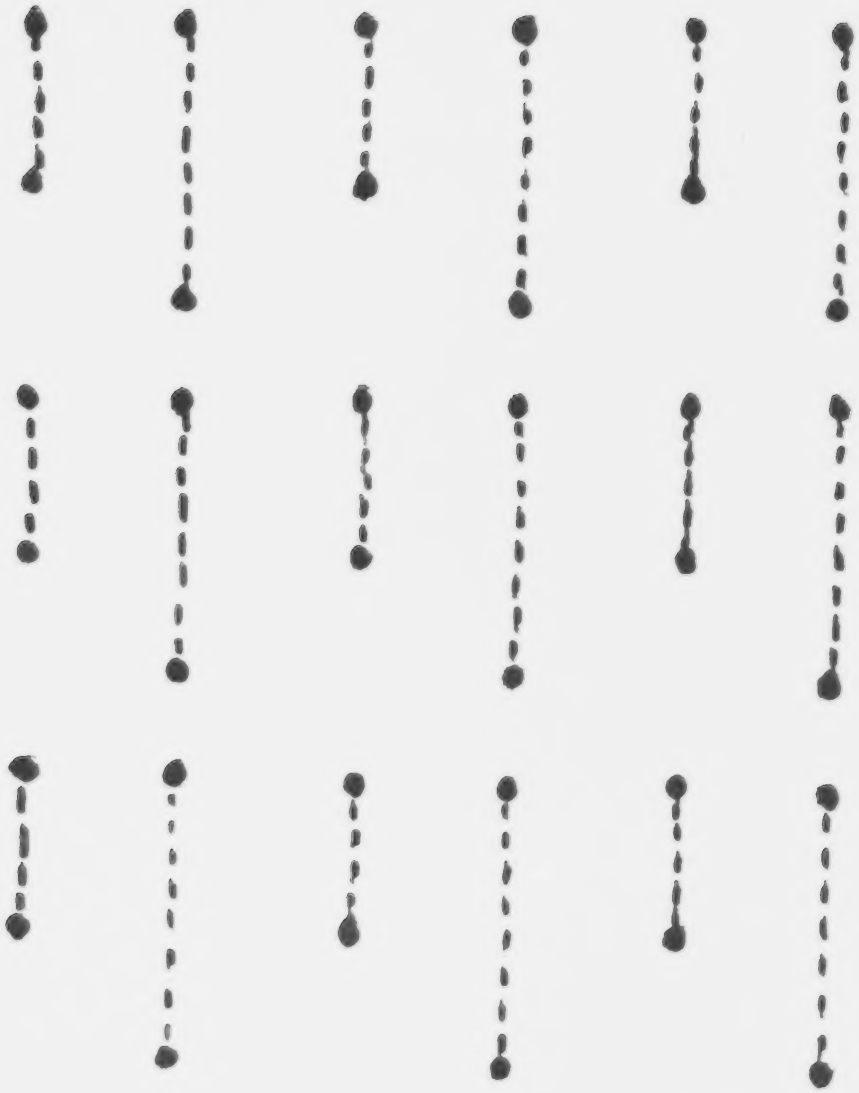
2. Money - Teacher constructed visuals of American monetary units

3. Plurals - Welcome to English I, p. 21
   Learning English as a Second Language I, p. 35
   Learning English as a Second Language II, pp. 18-19

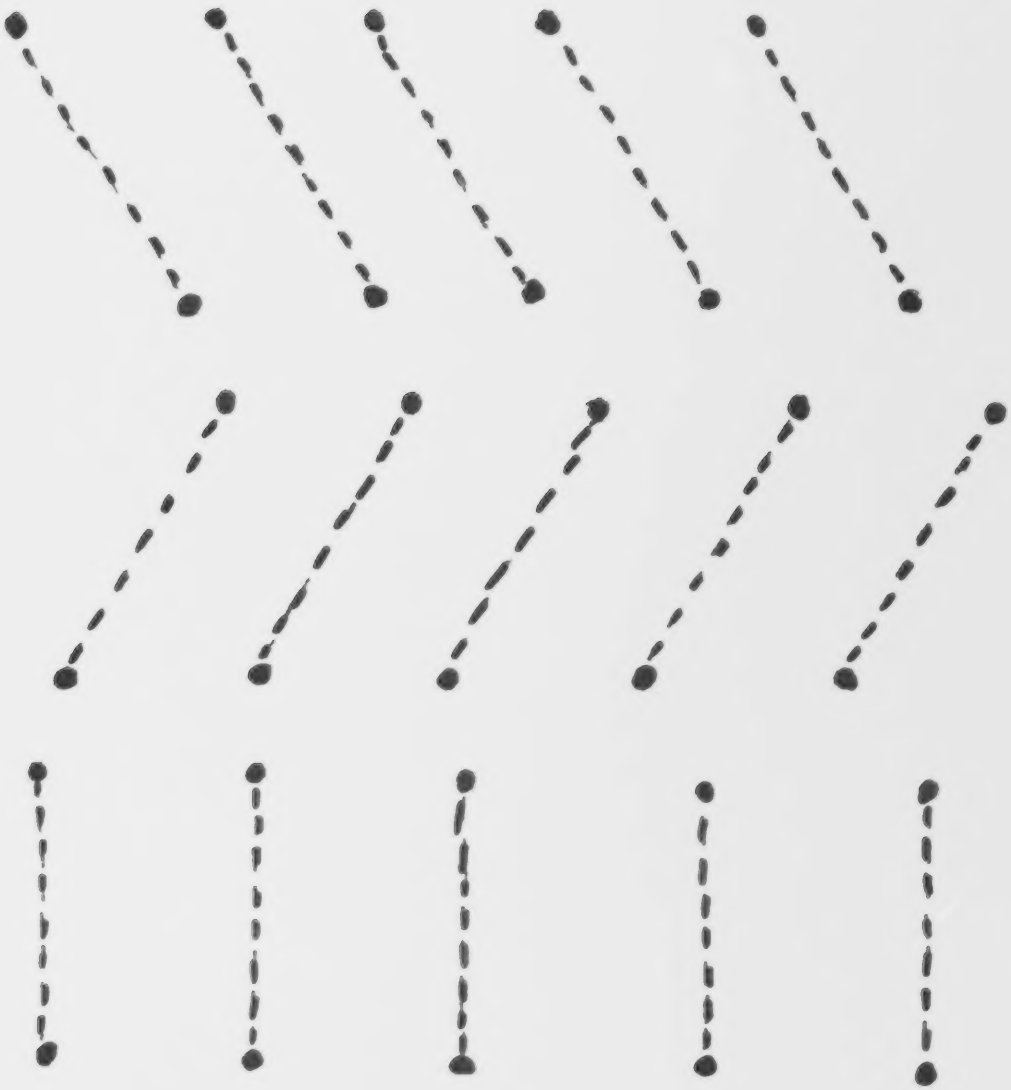
4. Numbers - Welcome to English I, p. 16
   The Magic of English, pp. 48-49

5. Adjectives - Kreidler cards

NAME _____



NAME _____



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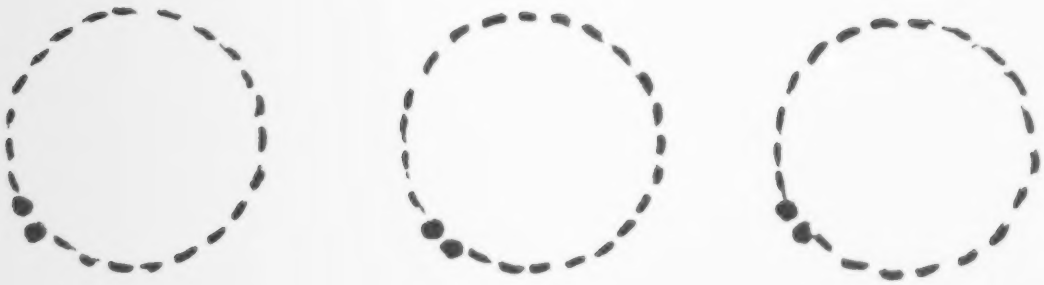
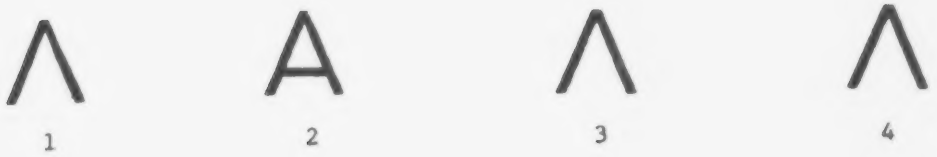


NAME _____

DIRECTIONS: Circle the shape that is <u>not</u> the same.

1.

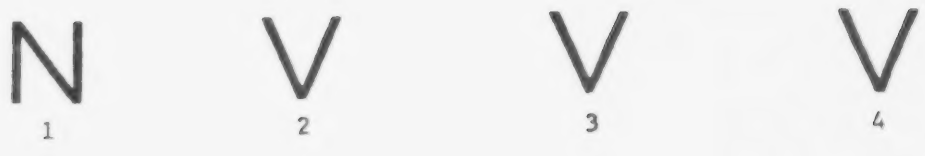


1 2 3 4

2.

1 2 3 4

3.

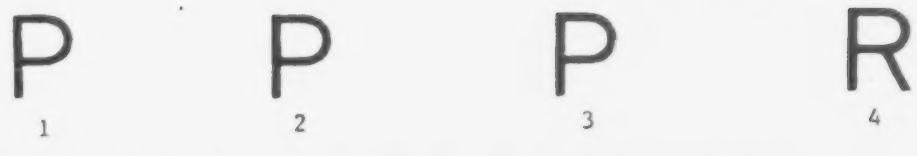


1 2 3 4

4.

1 2 3 4

5.



1 2 3 4

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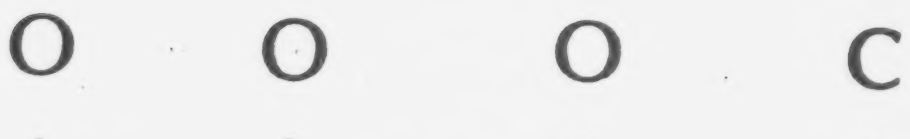
NAME _____

DIRECTIONS: Circle the shape that is <u>not</u> the same.

1.

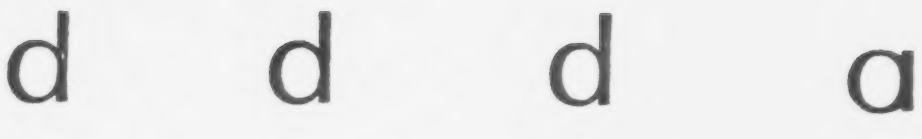


1 2 3 4

2.

1 2 3 4

3.



1 2 3 4

4.

1 2 3 4

5.

1 2 3 4

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Name _____

DIRECTIONS: Circle the shape that is **not** the same

Name _____

DIRECTIONS: Circle the shape that is **not** the same

o	o	c	o
o	d	o	o
a	d	d	d
b	b	b	p

NAME _____

DIRECTIONS: Put an X on the letter that is the same as the first letter.

1.	s	s	a			a	
2.	a	m	s	a	s	a	m
3.	S	M	A	S	A	M	S
4.	A	S	M	A	A	M	A
5.	M	M	S	M	A	S	M
6.	s	S	s	m	M	a	s
7.	A	M	a	A	S	s	a
8.	m	s	S	M	a	m	A
9.	a	A	s	m	a	A	a

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NAME _____

DIRECTIONS: Put a ✓ on the letter that is the same as the first letter.

1.	f	d f a f m d
2.	d	f a d f d s
3.	F	D M F A S T
4.	D	M D A D F D
5.	m	s d m a m f
6.	s	a f d s m s
7.	A	s D A F a d
8.	d	D f d D m D
9.	M	D d F m M S
10.	a	A a F f a M

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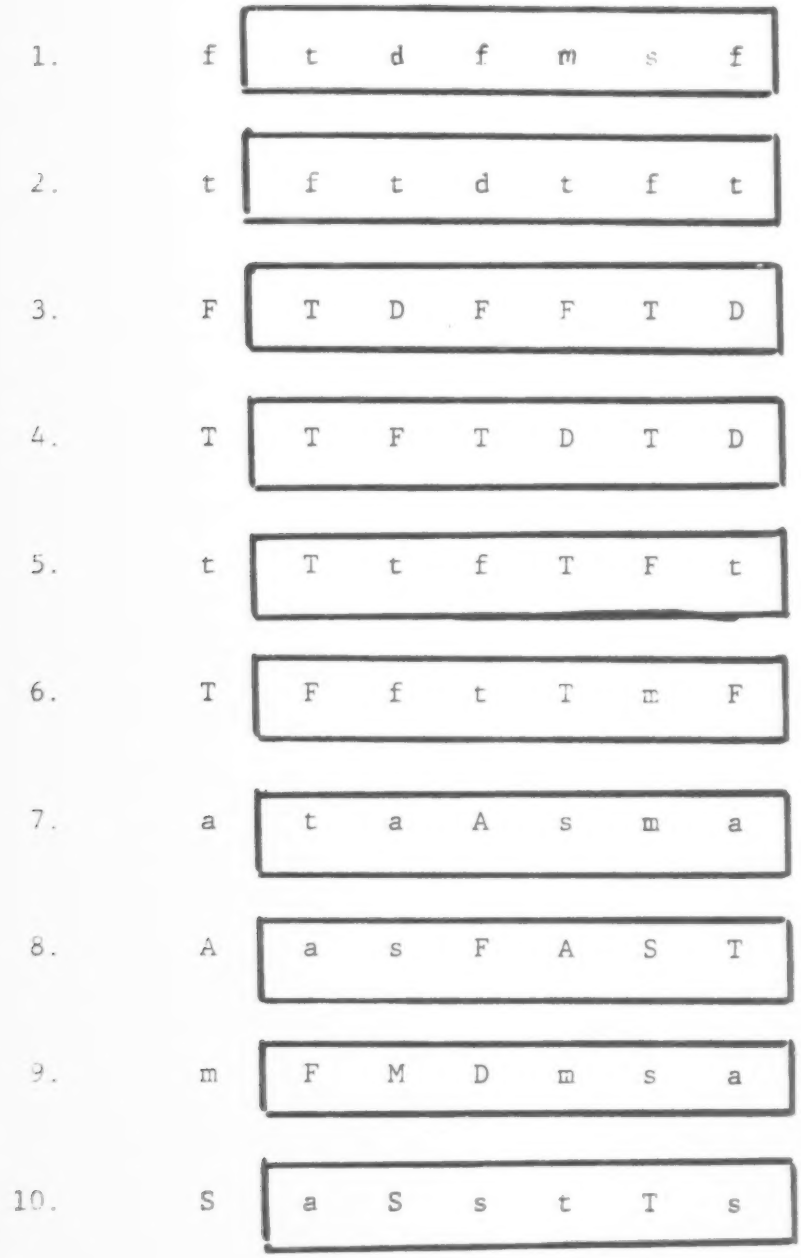
NAME _____

DIRECTIONS: Underline the letter that is the same as the first letter.



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NAME _____

DIRECTIONS: Circle the letter that is the same as the first letter.

EXAMPLE:	p	i	(p)	m	f	n	(p)
1.	n	m	n	s	p	n	i
2.	i	p	i	a	n	s	i
3.	p	p	n	p	i	s	n
4.	N	P	N	I	S	N	F
5.	I	T	I	F	P	I	A
6.	t	i	t	i	f	t	d
7.	N	n	N	p	P	S	N
8.	p	T	p	P	S	p	d
9.	i	i	I	T	t	i	f
10.	s	S	s	p	P	s	a

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III - 12

109/110

95

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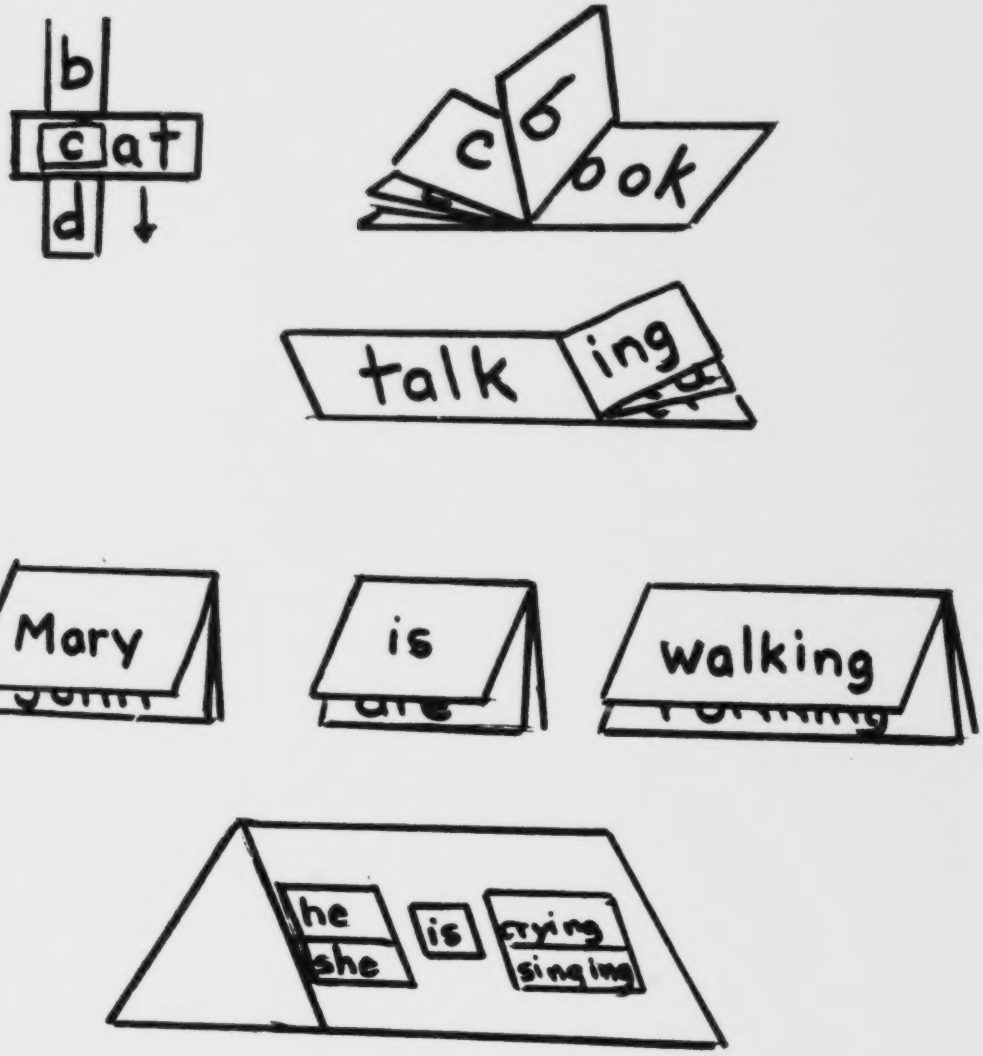
36

PULL, FLIP AND POCKET CHART ILLUSTRATION



Patterns such as at, or it are learned and initial consonants are added on to them to form words. Final consonants are also added onto patterns such as ma (man, map, mat). Verb endings can be practiced in flip chart form as well as short sentence formation.

NAME _____

DATE _____

PERIOD _____

TRACE	COPY	RECALL
1. name		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		

SUMMARY OF TEACHING WRITING

TEACHER	ACTIVITY/RESPONSE
1. Let's learn to write.	1. Distribute lined paper. Distribute pencils.
2. Let's make lines.	2. Draw a row of vertical lines on board. Learners draw a row of lines on board.
3. Let's make circles.	3. Draw a row of circles on board. Learners draw a row of circles on paper.
4. Let's make the letter "m".	4. Demonstrate on board. Learners make a row of "m"'s on paper.
5. Let's make capital "M". We use capital "M" for names.	5. Demonstrate on board. Learners make a row of capital "M"'s. Teacher can write students' names on the board which begin with "M".
6. Let's make the letter "s".	6. Demonstrate on board. Learners make a row of "s"'s on paper.
7. Let's make capital "S". We use capital "S" for names.	7. Demonstrate on board. Learners make a row of capital "S"'s. Teacher can write students' names on the board which begin with "S".
8. Let's make the letter "a".	8. Demonstrate on board. Learners make a row of "a"'s on paper.
9. Let's make capital "A". We use capital "A" for names.	8. Demonstrate on board. Learners make a row of "A"'s.
10. Here is your homework.	10. Distribute lined paper.
11. Practice making the letters "M m", "S s" and "A a".	11. Learners are to make one row of each group of letters.
12. Practice making the words "am", "Sam".	12. Learners are to make one row of each word.

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NAME _____

DIRECTIONS: Put the following groups of words in correct order to form sentences. The first one is done for you.

1. a / this / desk / is

   This is a desk.

2. here / two / bill / is / a / dollar

3. are / dimes / five / there

4. is / that / quarter / a

5. big / nickel / is / this / a

A boy went to the store for his mother.

Mother: Here is a ten dollar bill.
Go to the store and buy milk.
It costs one dollar and a quarter.
Get the change!

Boy: O. K. Mom, I'm _____ to the store.

x x x x x x x x x x x x x x x x x

Boy: Hi Mom! I'm home and I have _____ .

Mother: What change do _____ ?

Boy: I have _____ .

Mother: Thank you!

Boy: _____ .

REVIEW OF BASIC SKILLS - UNITS I - III

Vocabulary: Classroom objects (book, pen, pencil, notebook, desk, chair, table)

Structure: Demonstrative + be, present tense,

This		is	my	book
third person singular	+	possession	pronoun	+ noun

Materials: Large cardboard illustrations of the classroom objects
Oversized word flash cards of the vocabulary items
(If teacher finds it difficult to make oversized flash cards, obtain commercially made cards, Peabody Kit and Kreidler Cards, from the ESOL teacher.)
Regular sized word flash cards of vocabulary items
Oversized flash cards of phrases (my book) and sentences (This is my book.)

1. Place pictures on the blackboard ledge. Have students match these pictures with objects in the classroom.

2. Above the pictures on the blackboard number the pictures 1-7. Pointing to the first picture, name the object represented by the picture. Go through all the pictures in this manner.

3. Repeat the procedure in step 2, but this time with students repeating. Do several times. Precede the name of the object with its number.

4. Name the objects in order and have the students give the correct numbers (e.g. 1: book, 2: pencil).

5. Name the objects, but this time in random order; have the students give the correct numbers.

6. Repeat step 5 with individual students.

7. Give the numbers, first in order, then at random; have the students give the names of the objects.

8. Repeat step 7 with individual students.

9. Print the name of each object in large letters on the blackboard over the numbers. Point to the picture, then the word, and give the name.

10. Repeat step 9 with students repeating.

11. With students repeating, spell each word. After the word has been spelled, say the word, eliciting repetition.

12. From the stack of word cards hold up the first word card, which corresponds to the first numbered picture on the blackboard ledge. Read the word; have the students supply the correct number.

13. Repeat step 12, but now present the words in random order.

14. Repeat step 13 with individual students.

15. Erase the words on the blackboard, but not the numbers. Have students match word cards with pictures.

16. Place the word cards against the corresponding picture cards so that the pictures are not visible. Indicating the card and the number read each word.

17. Read the words in order with the students giving the correct number each time.

18. Repeat step 17 but now read the words in random order.

19. Repeat step 18 with individual students.

20. Give the numbers, first in order then at random; have students give the word.

21. Repeat step 20 with individual students.

22. Have the students match the smaller sized word cards with the word cards on the blackboard ledge.

23. Write the words in a single column on the blackboard. Repeat the column on the right but in a different order; have the students join matching words.

24. Repeat the exercise in step 23 on handouts to the students. Encourage students to match words quickly and silently.

25. Erase the column of words on the right. In place, draw simple pictures illustrating each word. Have students join the word to the corresponding picture.

26. Repeat the exercise in step 25 on handouts to the students. Encourage the students to do the exercise quickly and silently.

27. Flash the oversized word cards, have students circle the correct word on a handout. Repeat exercise, this time flashing picture cards.

28. Have the students copy the words from the blackboard.

UNIT IV - OVERVIEW

Students in the ESOL class come to their content area classes with a limited knowledge of the American culture in terms of our daily routines and needs. Such things as taking a daily bath, washing hair frequently, and using deodorant, shampoo and cosmetics need to be taught by classroom teachers or the school nurse. In addition, foods and eating practices differ from country to country. Teachers must be aware of these cultural differences so they can incorporate instruction of our routines into the teaching of content material.

Middle school homeroom teachers who see students daily in the morning can assist the student with some tips about hygiene. When students are just sitting before class begins, teachers can demonstrate the use of American products like deodorant, and perfume by saying - Do you know what this is? Would you like to try some? It smells good. Some cosmetic companies will send you samples for your class if you write to them. The ESOL students are interested in understanding and copying the ways of their American classmates. Time is another subject that the homeroom teacher can reinforce. Using a clock or a watch the teacher can ask the time and inquire "when" the student has the next mod, lunch, etc. In addition, teachers can ask what day it is - an A day or B day.

These same activities can be used in the P. E. classroom, especially when the teacher explains the showering or washing-up procedure. The P. E. teacher should also note that the dressing and undressing procedures are quite different in other countries. Asian girls and boys, in particular, will not undress in a public setting. In order to fulfill the P. E. requirement students must dress and participate. Showing students they may use the privacy of a bathroom, may encourage ESOL students to cooperate. Teaching the names of the various body parts is also easily incorporated into exercise routines and group activities.

In the Home Economics classroom, mealtime vocabulary goes hand and hand with the curriculum. Make sure that all students understand the ingredients that are used in a recipe and the vocabulary needed to combine the ingredients. Both of these vocabulary lists can be introduced through hands-on experience.

Daily routines and time expressions are also introduced in Unit IV. The music teacher or classroom teacher can obtain records/tapes from the ESOL teacher which present these structures in song (e.g.: Mr. Monday and Other Songs).

UNIT IV

Cultural Concept: The student in relation to his/her daily needs and food.

1. Introduction of second half of alphabet in suggested sequence:
   g, h, e, j, r, v, x, k, w, u, y, q, o
2. Body parts
3. Health & daily routine
4. Mealtime - food
5. Introduce time in hourly increments and time expressions

Structural Items:

1. Simple present tense - affirmative
2. BE - present tense - negative
3. Wh-questions - when and where
4. Verbs in present simple tense.

Lexical Items:

1. Introduce alphabet, lower case before upper case:
   g h e j r v k w u y q o x
2. Body parts:

head	mouth	neck	knees	arm
hair	cheeks	shoulders	ankle	elbow
eyes	chin	chest	foot/feet	wrist
ears	tooth/teeth	waist	toes	hand
nose	lips	hips		fingers
eyebrows	tongue	thighs		thumb

3. Health and daily routine:

wash	eat	shower
dry	drink	bath
clean	sleep	get dressed
comb	wake up	go to school
	get up	sick

Toiletries:

soap	toothpaste	perfume
shampoo	toothbrush	shaving cream
brush	deodorant	
comb	razor	

4. Meals and foods:

Table setting:

breakfast	plate	napkin
lunch	fork	cup
snack	knife	glass
dinner	spoon	dish
supper	silverware	tray
		bowl

Fruits:

apple	peach	pineapple
banana	pear	grapes
orange	plum	
lemon	strawberry	

Vegetables:

green beans	potato	celery
carrot	tomato	spinach
lettuce	corn	
peas	onion	

Dairy products:

milk	butter
eggs	ice cream
cheese	yogurt

Meats:

chicken	veal	beef/steak
hamburger	lamb	fish
hot dog	pork	turkey

Grains and grain products:

rice	spaghetti	toast
cereal	noodle	
macaroni	bread	

Snacks:

pizza	pretzels
popcorn	nuts
potato chips	candy

Desserts:

cake	pudding
pie	jello
cookies	

Beverages:

soda	tea
juice	water
coffee	

5. Time Expressions:

early	this week (month)	afternoon	yesterday
late	now/later	evening	tomorrow
on time	noon	night	A.M.
today	midnight	next week (month)	P.M.
tonight	morning	last week (month)	

Time: 1 o'clock -------- 12 o'clock

UNIT IV - ESOL ACTIVITIES

1. Circle the shapes of the letters to be introduced in this unit by using Reproducible masters IV-1 through IV-8.

2. Identify all letters introduced by discriminating one letter from a horizonal series of six letters.

3. Demonstrate on the chalkboard and in the air how to make the letters. (Reproducible master IV-9)

4. Have students trace each letter after it is introduced and then produce their own on the next line.

5. As each letter is introduced, couple it with a functional word from a sign, vehicle or machine beginning with the same letter that students will see in their enviornment. See the kindergarten teacher for appropriate letter/sound/word coordination used in Primary Project, and/or order cards from Warehouse.

g - go, gum	x - x-ray
h - hospital	k - key
e - exit, entrance	w - walk
j - jeans	u - u-turn
r - rest room	y - yield
v - visitor's entrance	q - quiet
	o - open

6. Use teacher-constructed Concentration and Bingo games to reinforce alphabet introduced in Unit IV.

7. Using Reproducible master IV-10, conduct an alphabet recognition activity.

8. Using Reproducible masters IV-11 and IV-12 conduct an alphabet tracking activity where students can locate and mark the letters of the alphabet in order, choosing them from among a line of many letters.

9. Using Reproducible master IV-13, conduct a recognition of beginning sound activity and alphabet recall, Reproducible master IV-14.

10. To introduce and reinforce vocabulary for body parts and foods, use teacher-constructed Bingo games or Concentration games.

    Directions: On cards write or print sets of matching words (two of each). Cards are to be placed face down randomly on a desk. Students try, one at a time, to find matching pairs. Each student chooses two cards. If they match, they are removed from the game. If they do not match, they are put back in place, and the next student tries. Students who make a match may receive another turn if the teacher prefers this procedure.

11. Body Tracing - Unroll plain paper to the correct body length. With student lying on the paper, have another student trace the body outline. Student colors in features and clothing. The figure may then be cut out and mounted on a bulletin board. Body parts and clothing can be labeled and used to teach these vocabulary items. This exercise is beneficial in allowing students to work in pairs and can be used at any level. Review demonstrative adjectives and colors by eliciting answers to questions such as "What's this?" "It's a brown eye."

12. To teach simple present tense using daily routines, follow the sample lesson given in Reproducible master IV-15. Also available are the poster pictures of elementary school children entitled: What We Do Day by Day available from the ESOL teacher.

13. To present when and where questions, use a free response drill.

    Procedure: In this drill, elicit answers for when and where questions based on lexical items presented in Units I-IV. Answers should be stated in complete sentences. Answers can be turned into questions for a second student.

Example:

Teacher: "Chi, when do you get up?"

Student: "I get up in the morning."

Teacher: "Su, when did Chi say he gets up?"

Student: "Chi says he gets up in the morning."

Example 2:

Teacher: "Minh, where is your pencil?"

Student: "My pencil is on the table."

Teacher: "Ling, where does Minh say his pencil is?"

Student: "He says his pencil is on the table."

14. Using a substitution drill, review the lexical items in Unit IV.

    Procedure: The teacher says a sentence followed by a word or phrase to be used in place of one in the sentence.

Example:

Teacher: This is my eye. (nose)

Student: This is my nose.

Teacher: ear

Student: This is my ear.

15. To practice the negative form of the present tense verb to be, use a transformation drill.

Procedure: The teacher gives a sentence and illustrates the type of change to be made.

Example:

Teacher: I am happy. (ask for negative)

I'm not happy. (repeat, please)

Students: I'm not happy.

Teacher: I am short. (ask for negative)

Students: I'm not short.

Teacher: He's tall. (ask for negative)

Students: He's not tall.

Teacher: It's a book. (ask for negative)

Students: It's not a book.

16. Students are presented with a picture story of a person's daily routine. Above each picture is a clock with the time that each activity is performed. Teacher begins by introducing the clocks.

Example:

It is 8 o'clock.

It is 8 fifteen.

Students listen to the time and then repeat after the teacher. To begin, use only time on the hour, quarter-hour and half-hour.

After the time has been introduced and repeated, add the activity which goes with each clock.

Example:

He gets up at 8 o'clock.

He washes up at 8 fifteen.

He eats breakfast at 8 thirty.

Following the daily routine worksheet, have students draw clocks to help them present their own daily routine to the class.

Do a Restatement drill as in activity #14 using the daily routine:

Teacher: "Suzie, when do you get up?"

Suzie: "I get up at 8 o'clock."

Teacher: "Tuan, when does Suzie get up?"

Tuan: "Suzie gets up at 8 o'clock."

What We Do Day By Day Pictures and clocks available from the ESOL Office.

17. Practice speaking skills with lexical items in Unit IV by displaying an incomplete dialogue on board (as follows) and manipulating answers by showing pictures to cue responses. Repeat entire dialogue several times, including appropriate responses, before eliciting student replies.

Example:

Teacher: "What do you want?" (need, like)

Student: "I want (need, like) _____ ."
(food picture)

Teacher: "How many do you want?"

("Do you want one or two?")

Student: "I want _____ ."
(number picture)

18. Show the film Families: Food and Eating #4456. Wh questions can be used to review meal, table setting and food words present in Unit IV.

19. Reinforce body parts already introduced by playing the children's game "Simon Says". Allow students to be Simon after entire class understands the game.

20. Teach the children's exercise-song "Head, Shoulders, Knees and Toes".

21. Play the listening/drawing game called "Mr. Monster". Teacher tells class that they are going to draw Mr. Monster by listening and then drawing what they are told to do. For example, the teacher says draw three, round heads in the middle of your paper. On the first head draw two eyes, on the second head, draw one eye and on the third head draw three eyes. Connect the three heads with one neck. Continue the instructions until everyone has drawn Mr. Monster. Show the students your copy of Mr. Monster to compare with theirs. Assign students to create their own Mr. Monster. If language ability (speaking) is developed enough, have one student describe his Mr. Monster to the class.

UNIT IV - MATERIALS

1. Alphabet - (same as for Unit III) Alphabet cards are available from the Warehouse (P.G. County Schools). Order them at no charge. #7690-0808 - lower case
#7690-0810 - upper case

2. Body parts - Welcome to English I, pp. 38-39
The Magic of English, pp. 22-29, 46
English For A Changing World, Book II, Lesson 17
Instructo - "My Face and Body"
Teaching Pictures - "Health and Cleanliness"

3. Meals and foods - Welcome to English I, pp. 52-53
The Magic of English, pp. 100-103
English Around the World I, pp. 18-19
English For A Changing World, Book I, Lesson 9
Peabody Language Development Kits, Levels I & II
Teaching Pictures, "Food and Nutrition"
Food Pictures, National Dairy Council
Talkstarters, "At the Store"
Stove Soup - book and filmstrip

4. Present tense - Welcome to English I, pp. 48-49
Learning English as a Second Language Level I, pp. 13, 81
Learning English as a Second Language Level II, pp. 3-4, 39
English For A Changing World, Book I, Lesson 3
"What We Do Day By Day" - National Dairy Council
"See It - Say It" Cards
Fokes Sentence Builder
Peabody Language Development Kits, Level I, II

5. BE - negative - (See Unit II)

Name _____

DIRECTIONS: Circle the shape that is **not** the same

v	u	u	u
h	h	k	h
j	j	y	j
y	y	q	y
x	r	r	r

Name _____

DIRECTIONS: Circle the shape that is **not** the same

N	M	N	N
C	C	G	C
H	I	I	I
V	W	V	V
O	O	Q	O

Name _____

DIRECTIONS: Circle the shape that is **not** the same

E	F	F	F
P	P	R	P
X	Y	X	X
U	V	U	U
R	R	R	K

Name _____

DIRECTIONS: Circle the shape that is **not** the same

j	j	y	j
q	q	y	q
q	p	p	p
e	e	c	e
w	v	w	w

Name _____

DIRECTIONS: Put an X on the letter that is the same as the first letter.

1.	g	g h e g h g
2.	h	e g h g h e
3.	G	E H G H E G
4.	H	G E H H E H
5.	E	E G E H G E
6.	g	G g e E h g
7.	H	E h H G g h
8.	e	g G E h e H
9.	h	h H g e h H

Name _____

DIRECTIONS: Put a ✓ on the letter that is the same as the first letter.

1.	j	r	j	a	j	m	r
2.	r	j	a	r	j	r	a
3.	R	M	V	A	U	W	
4.	h	J	H	R	H	A	H
5.	g	j	a	g	j	g	u
6.	w	w	u	v	v	w	m
7.	u	u	v	a	g	u	v
8.	m	m	u	h	m	r	m
9.	a	a	g	r	u	a	u

Name _____

DIRECTIONS: Underline the letter that is the same as the first letter.

1.	y	y	v	w	q	j	y
2.	q	o	q	p	j	p	q
3.	O	O	A	C	E	A	C
4.	J	Y	T	J	E	F	J
5.	r	r	s	r	h	i	o
6.	H	I	H	T	E	F	H
7.	E	F	T	I	F	E	T
8.	J	Q	J	R	B	J	Y
9.	Y	Y	V	W	V	Y	J

Name _____

Pre-Reading Activity

DIRECTIONS: Circle the letter in the box that is the same.

Example: | S | C | L | (S) | O | T | (S) | D |

1.	A	C	G	I	A	E	A	A
2.	m	o	m	v	m	h	n	
3.	r	r	n	r	m	h	r	t
4.	l	h	k	k	o	r	k	
5.	p	g	b	g	q	d	g	
6.	b	b	g	q	p	d	b	b
7.	o	c	e	a	e	e	c	
8.	w	x	w	v	u	i	w	v
9.	a	d	b	a	g	a	p	q
10.	f	t	l	f	h	f	f	k

IV - 9

155/156

PGIN 7690-0838

122

123

NAME _____

ALPHABET RECOGNITION

DIRECTIONS: LOOK AT THE EXAMPLE BOX. THERE ARE THREE LETTERS. I WILL SAY A LETTER. YOU ARE TO CIRCLE THE LETTER I SAY. NOW LISTEN. CIRCLE THE LETTER, O.

EXAMPLE:

A	O	C

I.	P	D	Q	8.	L	I	F
2.	R	N	U	9.	J	G	I
3.	V	W	X	10.	K	H	L
4.	S	Z	X	11.	G	P	Q
5.	Y	W	K	12.	W	V	U
6.	M	N	U	13.	L	B	D
7.	Q	O	C	14.	F	T	L

15. W V M

Tracking

a b c d e f g h i j k l m n o p q r s t u v w x y z

Wsol gruf und gal j gio ris aeby
mue lann lozp sif seb bater ilfs oge
ru thip pawm nam sojab vons bfc ston
daque cer kop gab aceg est molp teme
osbhn pice why barg dot puws que daz
yal zut mari wab fax dajeb leja sach
ekaeg laj tecab bop quaf ban nil mic
shi beon vazz sker sab bew bex aeros
trom bemur tun pob cey schek sizud.

Tracking

At the signal to start, students locate the letter a in the first line and circle (or underline, or slash) it. The next letter b is located and circled. All the letters of the alphabet are circled in this manner, ending with z on the last line.

Guidelines:

1. Students can check with alphabet printed above each exercise if help is needed.
2. Each line has some letters to be circled. When there are no circled letters, a mistake has occurred and student should recheck.
3. No letter preceding a circled letter can be used.

This is a timed exercise. Teacher can write number of seconds on chalk board at 5-10 second intervals and students record their own time.

Advantages:

1. Left to right directionality reenforcement.
2. Attention is focused on similar letters — discrimination.
3. Alphabet sequence is learned.
4. Students are usually successful — they enjoy this activity.

Adapted from Michigan Tracking Program

ALPHABET TRACKING EXERCISE

STRIS OD ARO HEPD. IBRT THERC RUW ELD PHUS REMT. PLURM WOX OWIF RILK TY ROK GLAMP. OSHIL PROIN BLY CURW MUJUR. SKAD BEV AWROD LUMA CLY CRUWE SENKEL AW OF SWIN EB. THURT YMO ZABB SPIG AHE RA QUES FRAL RIZ LEDDY. ESMAB CRAF HA MON EWT. BLIG ACK NULF BECK AIN VELPY A WRILL DEX BERRL DIN YAG BI DOREZ.

LOTEN GRU ATTOW EBIT SCUTY LINFE TRIW ULD. SEVOP NURF PLOZ UX. WUY GORN PHUT BRYO ANI LORT NAM UJ MALO. YO VU ARN OFFUP KEV SALD. TA DOBBEM GRE FAB FU BEOT NEESORD WITTUY WER ACR BEAP. DREQUA BA YRT LAFF CELAS. GHE TAB BAX EMON LOUBY. CIDEV BOF FE HALWY PEN OG TREM. DI AXEM SKAD YOLL BERN POLZIDE.

RECOGNITION OF BEGINNING SOUNDS

DIRECTIONS: LOOK AT THE EXAMPLE. EACH ITEM HAS 3 LETTERS IN THE BOX. YOU WILL HEAR THE TEACHER SAY ONE WORD. LISTEN CAREFULLY FOR THE BEGINNING SOUND. DRAW A CIRCLE AROUND THE LETTER(S) THAT REPRESENT THAT SOUND. CIRCLE ONLY ONE ANSWER FOR EACH. LISTEN. (TEACHER READ EXAMPLE WORDS.) THE FIRST EXAMPLE WAS (WORD) . DOES M,R, OR N REPRESENT THE BEGINNING SOUND YOU HEAR IN (WORD) ? DID YOU CIRCLE THE LETTER (LETTER) ?

EXAMPLE: | M R N |

PART I

I.	B	P	N	2.	E	A	V	3.	N	M	R
4.	S	Z	E	5.	H	SH	W	6.	E	V	I
7.	KW	OU	CW	8.	G	M	C	9.	H	W	V

PART II

I.	A	V	I	2.	V	F	W	3.	M	Y	N
4.	H	R	B	5.	GR	D	G	6.	T	I	R
7.	W	R	L	8.	O	N	V	9.	S	M	L
IO.	S	Y	V	II.	W	T	S	I2.	N	D	G
I3.	V	F	Y	I4.	SH	C	K	I5.	J	P	M

ALPHABET RECALL

DIRECTIONS: PLACE A PIECE OF PAPER UNDER THE FIRST ROW OF NUMBERS (I - 5). LISTEN CAREFULLY TO THE LETTER THE TEACHER WILL SAY. PRINT WHAT THE TEACHER SAYS.

I.	2.	3.	4.	5.
6.	7.	8.	9.	I0.
II.	I2.	I3.	I4.	I5.
I6.	I7.	I8.	I9.	20.

ALPHABET RECALL - ANSWER SHEET

TO THE TEACHER: THIS ACTIVITY TESTS THE STUDENTS' ABILITY TO RECALL LETTER FORMS OUT OF SEQUENCE. DO NOT ALLOW STUDENTS TO GO BACK AND MAKE ADDITIONS OR CHANGES. CORRECT ORALLY WITH THE STUDENTS IMMEDIATELY UPON COMPLETION.

ANSWERS:

1. A	2. S	3. C	4. J	5. H
6. B	7. J	8. Z	9. Q	10. D
11. I	12. V	13. M	14. N	15. P
16. R	17. B	18. F	19. U	20. X

THE FOLLOWING IS A SAMPLE LESSON IN TEACHING DAILY ROUTINES USING THE SIMPLE PRESENT TENSE.

MATERIALS: Six oversized cardboard pictures illustrating:

1) a child
2) a child getting up; a clock says 7:00
3) a child going into the bathroom; clock: 7:15
4) a child eating breakfast; clock: 7:30
5) a child going to school; clock: 8:00
6) a child getting on a school bus

NOTE: "What We Do Day By Day" Cards in conjunction with a clock face may be used.

PROCEDURE:

1. Place the six pictures in a row on the blackboard ledge. Number the pictures on the blackboard 1-6. Pointing to the appropriate picture, give the number, and say: "This is Tom Lee. He gets up at 7:00. He goes into the bathroom at 7:15. He eats breakfast at 7:30. He goes to school at 8:00. He goes to school by bus."

2. Change the order of the pictures. Have students put them back in correct order.

3. Go through the pictures again, this time with students repeating.

4. Go through the pictures, this time in random order; have the students give the correct number.

5. Give the numbers in order; have the students give the correct sentence.

6. Have individual students tell the whole story.

7. Make false statements about the story; have students correct.

8. Ask questions about the story.

9. Have students tell the story substituting I for Tom Lee.

10. Above each picture write the sentence. Read the sentences, with students listening: Read the sentences in groups of 2-3 word phrases, e.g. He eats breakfast.

11. Write the sentences number 1-6 on the blackboard in a column. Remove the cards from the ledge. Shuffle them, then hold them up, one at a time, asking for the corresponding number.

12. On a handout have the students match the sentences with the corresponding pictures.

13. Give a handout of the six sentences written in a column in incorrect order. Have the students rewrite the sentences in a column, numbered 1-6, in the correct order.

14. In a handout, write a story in paragraph form with every third word omitted. Above the story, list the omitted words. Have the students fill in the words.

15. Have the students copy the story from the blackboard in paragraph form.

IV - 15 continued

UNIT V - OVERVIEW

The family structure and places of residence are introduced in Unit V. To facilitate conversation, the "verb" have and the question words "How many" are also presented. Teachers in all areas can help reinforce these structures by asking students to tell "how many?" brothers and sisters, and other family members they have. The question "How many", of course, is quite necessary in the math classroom and leads to introduction of addition, subtraction, multiplication and division.

The Social Studies teachers can develop the idea of the American nuclear family by comparison and contrast with the extended family most foreign students are accustomed to. Showing pictures of American families, pointing out that grandfather, grandmother, aunts and uncles all live in separate family units and talking about what family members do on a daily basis helps the ESOL student understand the American way of life.

In Industrial Arts classes, students can study types of residences with an emphasis on the kinds of materials we use to build nowadays. Science teachers can discuss the relationship between the weather of our country and the types of residences built in different parts of the United States.

Middle school teachers can help students learn their address, and write it correctly on forms they will encounter.

Unit V also presents prepositions of place. These prepositions are necessary when following directions in all classes. Examples include in Physical Education class when exercises and gymnastics are demonstrated; in Science class during experiments and in Social Studies when doing map work.

UNIT V

Cultural Concept: The student in relation to his/her family and home environment.

1. Members of the family
2. Different types of residences
3. Rooms of the residence
4. Address

Structural Items:

1. Possessive adjectives
2. The verb - "have" - affirmative statement and question
3. How many?
4. Prepositions

Lexical Items:

1. Members of the family:

mother	grandmother	cousin	child	adult
father	grandfather	husband	children	daughter
sister	aunt	wife	man	son
brother	uncle	baby	woman	infant

2. Residences and location:

house	neighbor
apartment	address
townhouse	street

3. Rooms of the residence and structures:

living room	kitchen	den/family room	window
bedroom	bathroom	porch/balcony	door
dining room	hall	garage	floor
		basement	ceiling
			wall
heater			stairs
airconditioner			light
fence/gate			lock
driveway			mailbox

4. Furniture and fixtures:

living room:
- couch/sofa
- chair/armchair
- coffee table
- rug/carpet
- television
- lamp
- drapes/curtain

dining room:
- table
- chairs
- china closet

kitchen:
- table
- chairs
- refrigerator
- freezer
- dishwasher
- washing machine
- dryer
- telephone
- stove/oven
- sink
- cabinets/ cupboard
- counter
- shelves

bedroom:
- bed
- dresser/chest of drawers
- night table
- closet
- desk
- radio
- alarm clock

bathroom:
- toilet
- bathtub
- shower
- sink
- bath mat
- shower curtain
- medicine cabinet
- toilet paper
- towels
- wash cloth

5. Possessive adjectives:

my	her
your	our
his	their

6. Prepositions:

in/out	near/far
on/off	next to
over/under	beside
in front of/behind	
up/down	

7. Questions asking how many, reinforcing numbers previously introduced

UNIT V - ESOL ACTIVITIES

1. The teacher will introduce the names of the members of the family by showing a family tree with appropriate relationships. This can be presented on a felt board or with a copy of Reproducible master V-1. Note that some cultures do not respond well to stick figures so a real picture is preferable. Teacher elicits the names of the family members by pointing to the pictures. Students may draw pictures of their own family or bring pictures of their family members to class. A teacher can explain this assignment by bringing in his/her picture and sharing his/her family with the class. The sharing of my family leads to the introduction of possessive adjectives.

2. In order to present possessive adjectives to the student, use the family picture again. Point to the family and say "family". Then point to yourself and say "my". Then pointing first to yourself and then to the family say, "my family". Repeat several times making sure to show gestures of possession. Have students take out their own pictures. Using a student's picture, point first to the picture and say "family". Then point to the student and say "your". Then point first to the student and then to the picture and say "your family". Continue using this procedure with his/her/our/their. After each adjective is practiced by reviewing objects in the classroom. Have a stack of pictures of these objects and first practice "my". Then give the pictures to the students to practice the other possessives.

3. Using the family picture or pictures the students have made of their families, introduce the verb "to have" in the present tense. Point to a picture of a sibling and say "brother". Show possession and say "my brother". Then say, "I have one brother", using the gesture of possession again. Use the verb "have" for all of the members of the family. Proceed with "you" have by using the students' pictures or drawings. For he and she, use a boy and a girl from the class. First say the boy's name. Then point to the boy and say "he". Repeat with "she". Then add the verb - "has", naming the members of the family. Use the same procedure for we, you plural, and they by grouping students. When teaching "your" and "their", it is necessary to explain that these words can refer to two girls, two boys or any combination. Use the pronoun sheet for drilling practice. Each number corresponds to a person. Use Chart I in English for a Changing World Cue Book, Levels I and II.

4. After the verb "have" has been introduced and practiced, add on the structure "how many". Showing your fingers and pointing to them, ask "How Many?" and then count to 5. Then ask "How many fingers do I have?" Proceed to members of the family and ask "How many?" using family members. Drill "How many?" with other countable nouns already introduced.

5. Using Reproducible masters V-2 through V-6, or other suitable pictures, introduce the rooms of the house, one room at a time. Begin by presenting the picture of the house and naming each room. Then distribute a copy of each room with each piece of furniture numbered. Review the numbers by having the students locate the numbers and follow them with a copy on the overhead projector. Then proceed by pointing to a numbered item and saying, "Number 1 is a bed; Number 2 is a dresser", etc. Each day assign one room to learn. Have them practice with their mother, father, sisters and brothers the names of the furniture or fixtures. Have the students make a diagram of either their own bedroom or their entire house to share with the class. Make up vocabulary envelopes for the names of the rooms, furniture and types of residences. Have an envelope of furniture with pictures of furniture in it. Have students name the item and tell where it is located in the house. Make a room envelope and have students identify the room and what is in it.

6. A Flannel Board can be used to demonstrate family members as well as rooms of the house. Both vocabularies can be reinforced together by doing drills such as:

   "My sister is in the bedroom.
   My mother is in the kitchen."

   Have students manipulate the pictures and the language together. If a doll house is available, the same activity can be used with realia.

7. Prepositions can also be introduced in the following manner. Using objects in the classroom and items of furniture, demonstrate the position of the object in relation to the piece of furniture. The book is on the desk. The notebook is under the desk. The pencil is in my notebook. The doll house and flannel board can also be used to manipulate prepositions. Introduce only the most concrete and visible prepositions: in, on, under, next to, between, in front of and behind. As an additional way of teaching prepositions, the music teacher might find songs such as "In Front of My House There's a Tree" helpful. See Materials List under Tune In To English.

8. Prepare a transparency of a sample dialogue which presents giving one's address.

Example:

Girl: What's your address?

Boy: I don't understand. Please repeat.

Girl: Where do you live? What's your address?

Boy: Oh! I understand now.

I live at _____ _____
NUMBER STREET

_____ _____
TOWN STATE

UNIT V - MATERIALS

1. Family - The Magic of English, pp. 96-97
   Instructo - "Family Face Puppets"

2. Residence - Welcome to English, pp. 54-55
   Learning English as a Second Language II, p. 90
   A Conversation Book English in Everyday Life, Book One
   Oxford Picture Dictionary Posters
   Peabody Language Development Kit, Level I
   Instructo - "Things a Family Uses"
   "The Home"

3. Possessive adjectives - The Magic of English, pp. 46-47, 98
   Learning English as a Second Language I, pp. 22-23,33,67
   Learning English as a Second Language II, pp. 80-81
   What We Do Day by Day - National Dairy Council

4. Have - affirmative: Welcome to English, pp. 36-41, 50-51
   Learning English as a Second Language I, pp. 59-61

5. Prepositions: Welcome to English I, pp. 40-41
   Learning English as a Second Language I, pp. 38-41
   Positions in Space
   Discovering Opposites - Instructo Activity Kit
   Language Skills, Parts of Speech, Preposition Concepts
   Rosie's Walk, Pat Hutchins (children's picture book)
   Where is My Friend?, Betsy and Guilo Maestro (children's picture book)
   Tune In To English, Regents

Girl: Thank you.

Boy: You're welcome.

Procedure:

The teacher will read the dialogue to the students and repeat it, at normal conversational speed, several times (filling in information verbally). Then the teacher will select two students to role-play the dialogue. This process can continue as a whole-class activity or can be done in small groups. Reinforcement can be achieved by asking each student to copy and complete the dialogue to be turned in.

9. Write on a chalkboard or transparency the prepositions of place (in, on, and at). Discuss with students their proper usage. Have students take notes.

IN - used to indicate location with cities, countries and states.

I live in Hyattsville.
I live in Maryland.
I live in the United States.

AT - used before street addresses which include house numbers.

I live at 123 Main Street.

ON - used with street names and no house numbers.

I live on Main Street.

10. Conduct a free response drill using Reproducible masters V-2 through V-6. Asking questions such as; "Where's the TV?" and "Where are the flowers?" will drill responses involving prepositions. Questions such as "How many windows are in the living room?" review numbers.

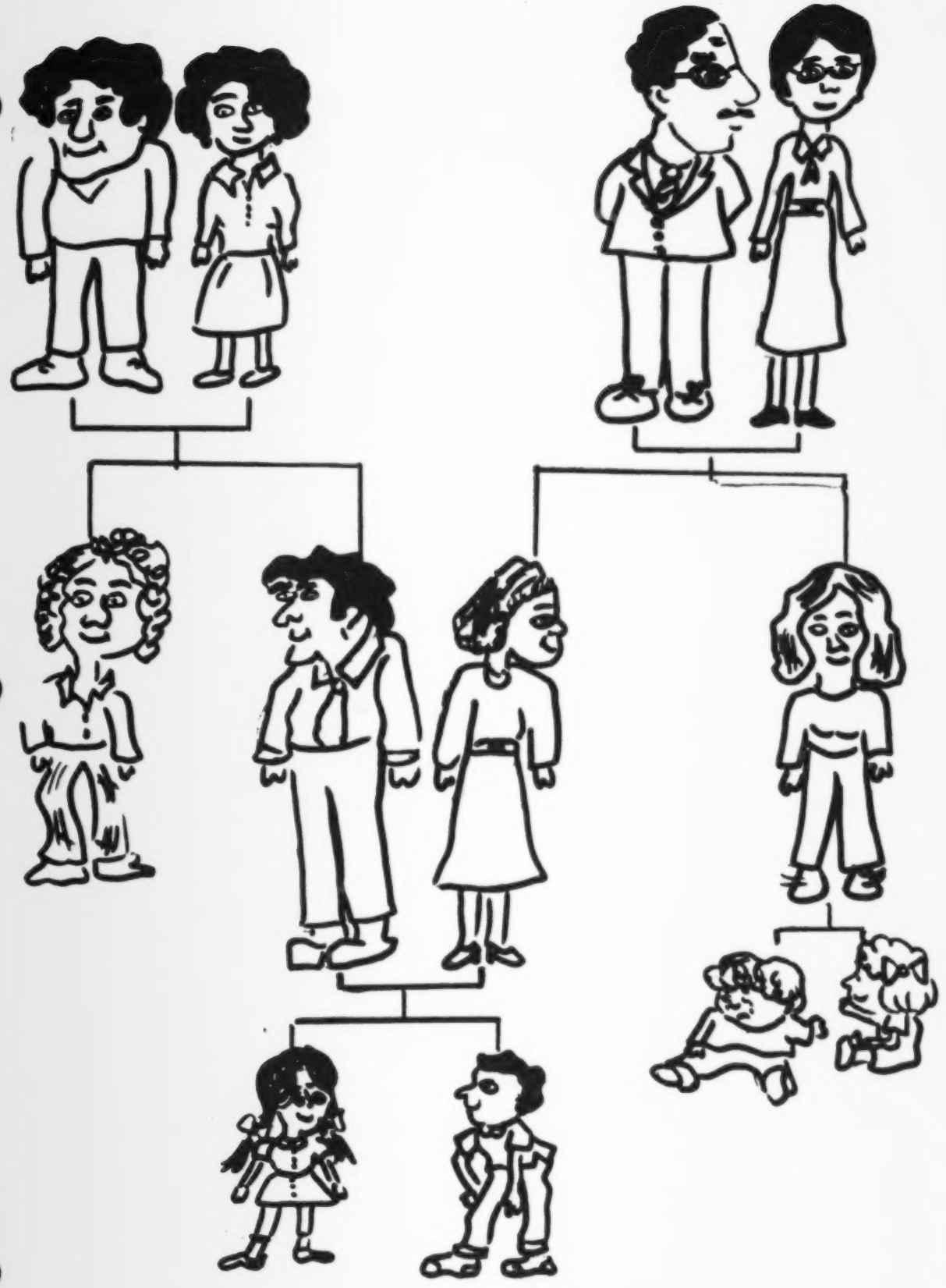
11. To practice more complex sentences and correct intonation, conduct a backward buildup drill.

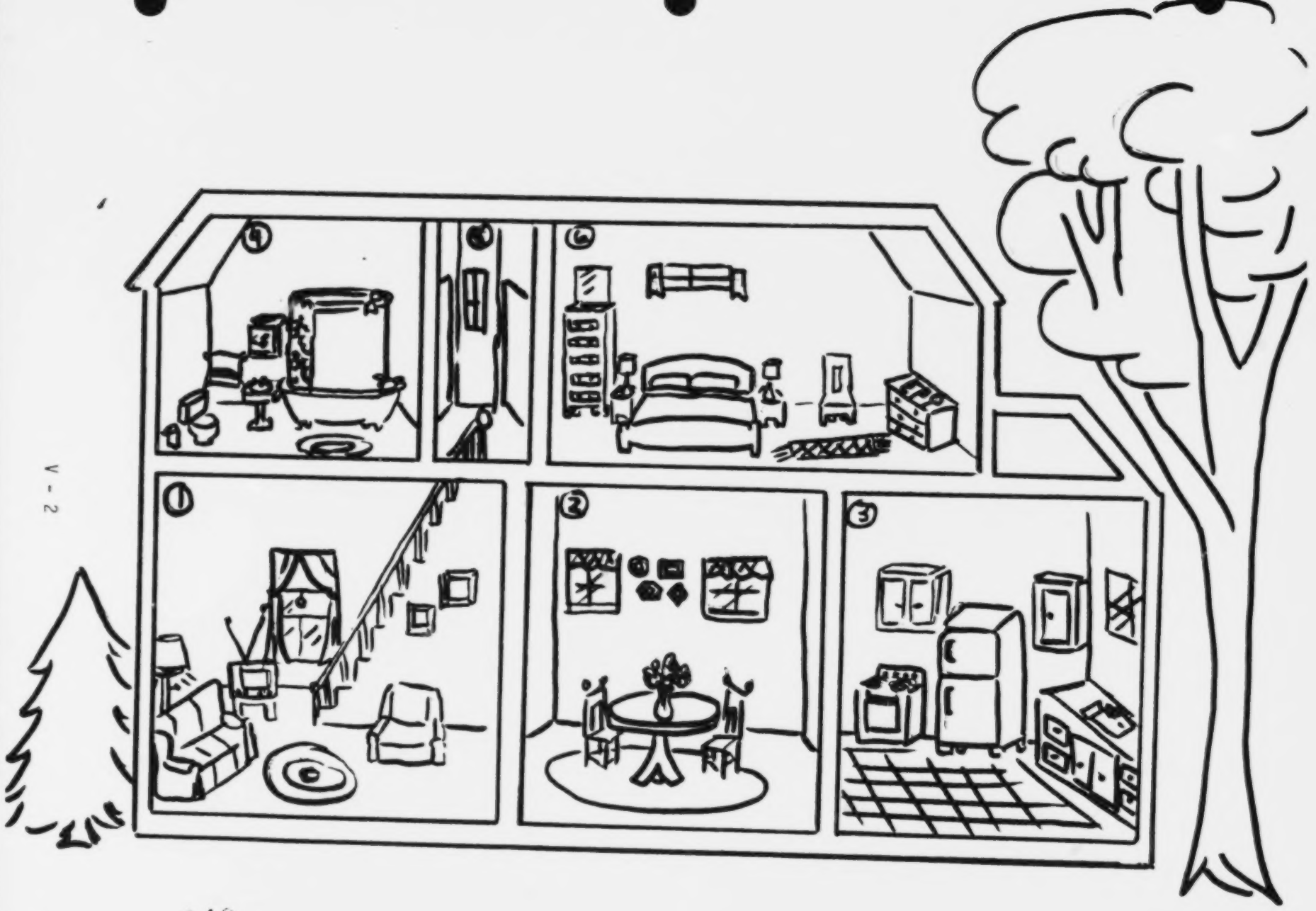
Procedure:

Practice a long sentence in small segments by working from the back of the sentence.

Example:

Teacher: There are three chairs and one table in the kitchen.
Teacher: in the kitchen
Students: in the kitchen
Teacher: and one table in the kitchen
Students: and one table in the kitchen
Teacher: three chairs and one table in the kitchen
Students: three chairs and one table in the kitchen
Teacher: There are three chairs and one table in the kitchen.





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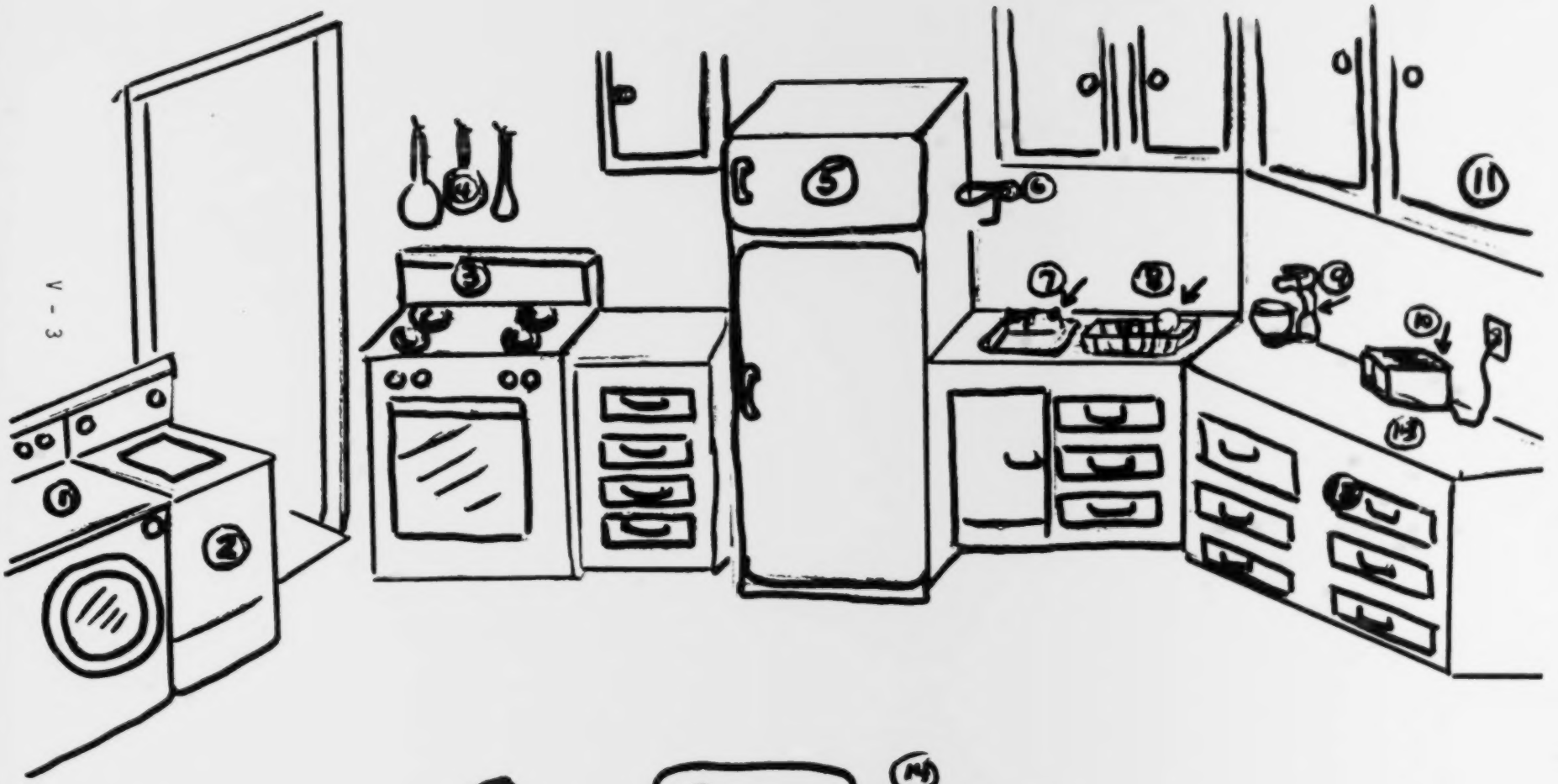

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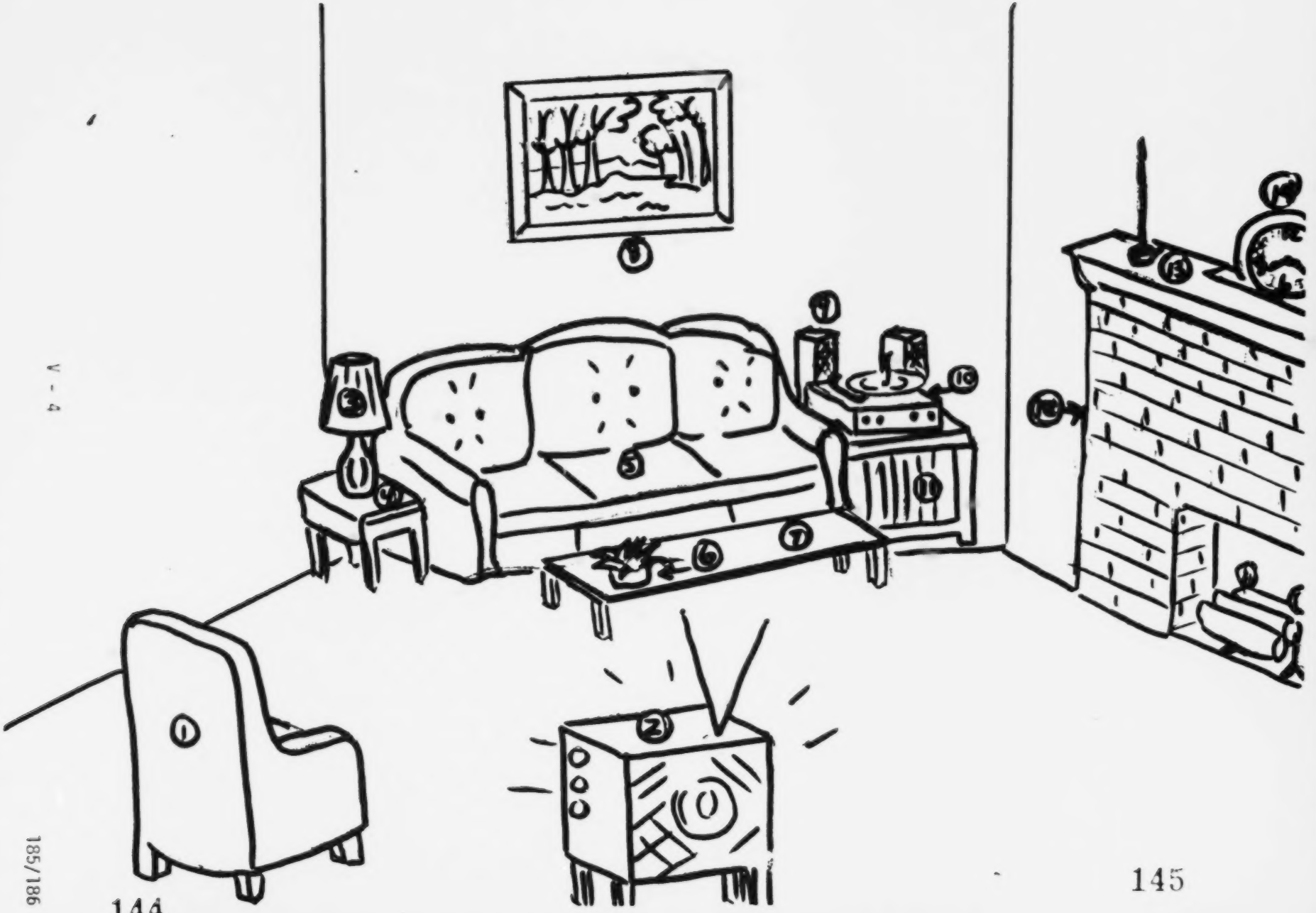

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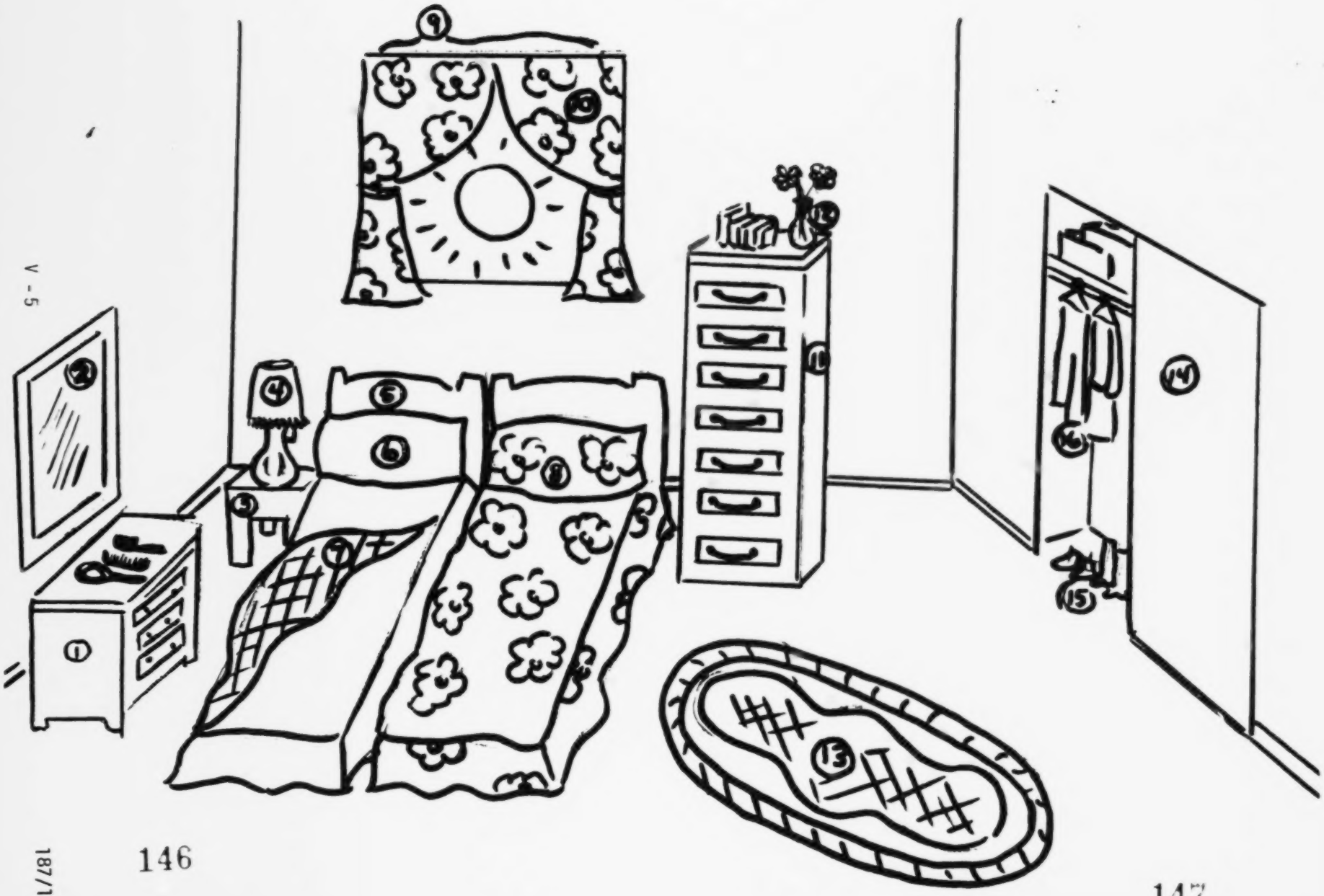

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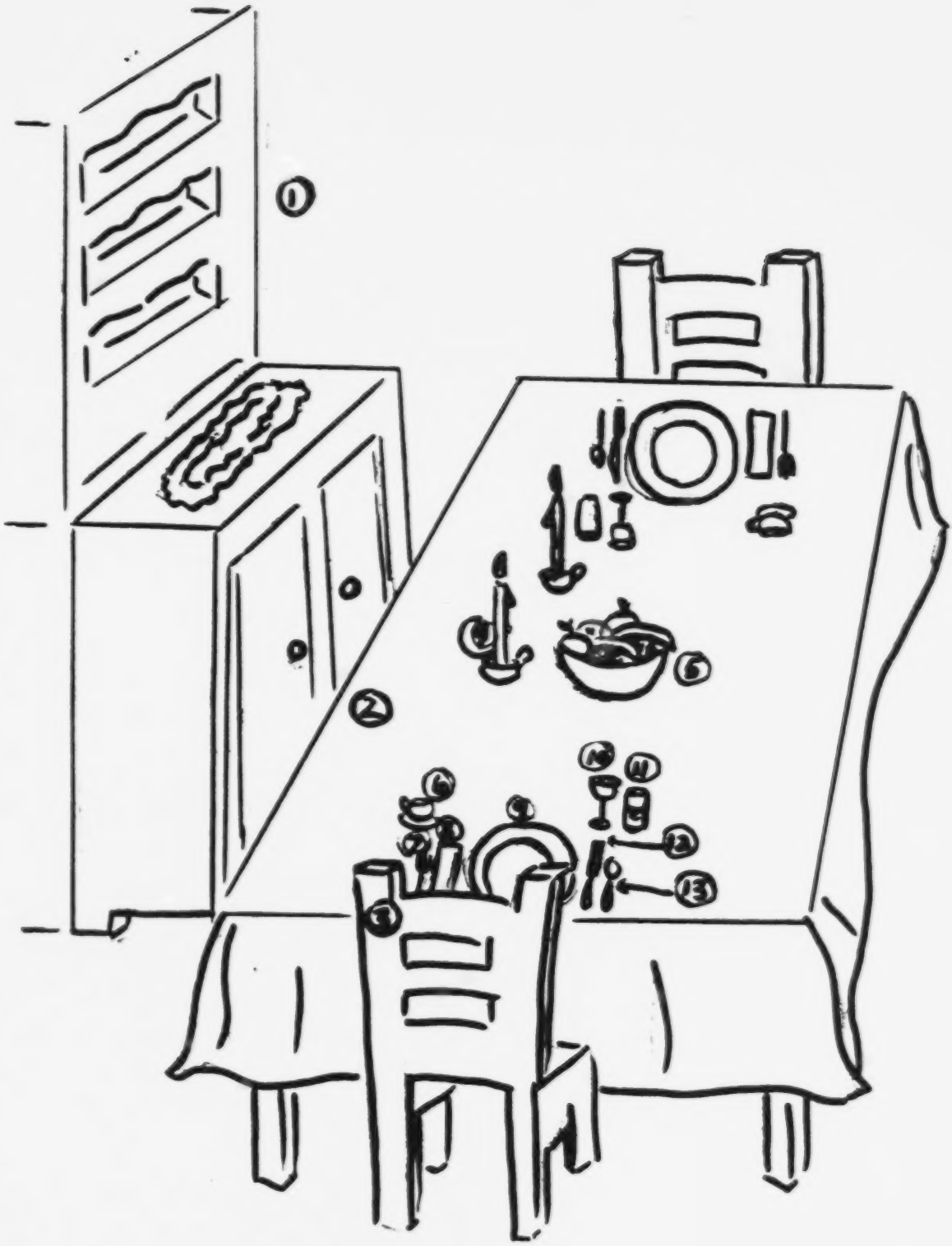
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UNIT VI - OVERVIEW

The environment most ESOL students were accustomed to has little relation to what they have now found in the United States. Seasons and weather are most likely quite different, and students must adapt to wearing more and different types of clothing. The discussion of weather and clothing relationships can be coordinated with the curriculum of both the Social Studies and Science classrooms. Besides using pictures to describe clothing patterns, the Home Economics teacher can give experience on how to cut and sew clothing. Bringing pictures of different climates and the coordinated dress, enables students to understand these relationships and adapt to the weather in the United States. Often Asian girls and boys will come to school with open-toed shoes in very cold weather. Besides bringing negative attention to themselves, they can be taught that such practices may also lead to illness. Students also can be taught how to check the weather so they will know how to dress, since weather patterns in our country often change more suddenly than in other parts of the world.

Using and understanding our calendar is also presented in this unit. All teachers should require that students have a record of assignments in a calendar format and that they date all their written work. The middle school has specific requirements related to the calendar and should be taught and reinforced by all members of the team. The calendar in History is an interesting way of showing all students that the world does not use the same calendar. Encourage students to share information about the calendar in their cultures.

Questions using the verb Be can be reinforced by all teachers according to content. In Science, related to weather and seasons, the teacher can ask questions such as: Is it foggy in the winter? Is it sunny in the summer? Are you cold in the spring? Dividing countries into climate zones, the Social Studies teacher can practice these/those with all students. These countries are in the temperate zone, those countries are in the tropical zone.

It is very important to introduce a lesson to all students by writing the lesson plan on the board and even having students copy it in their notebooks daily. As listening comprehension skills are improved, the teacher can explain the lesson by using the present progressive tense. "Now we are studying weather patterns in the United States. We are looking at a weather map.

At the end of the sixth unit in this handbook students should be ready to function in the regular beginning ESOL class, approximately at the beginning of the sixth regular ESOL curriculum unit.

UNIT VI

Cultural Concept: The student in relation to his/her environment.

1. Clothing
2. Weather
3. Seasons
4. Calendar/month
5. Days of the week
6. Birthday

Structural Items:

1. BE - interrogative form
2. Present progressive affirmative tense
3. Plural of demonstrative adjectives - these, those

Lexical Items:

1. Clothing:

jeans	belt
pants	shoes
shirt	socks
T-shirt	boots
blouse	sneakers
dress	gloves
coat	mittens
raincoat	sweater
hat	(turtleneck)
shorts	scarf
	watch

2. Weather:

rain/rainy	wind/windy
snow/snowy	sun/sunny
fog/foggy	cold/cool/warm
cloud/cloudy	humid/hot
ice/icy	thunder
	lightning
	storm

3. Seasons:

fall/autumn	spring
winter	summer

4. Calendar:

months
holidays

5. Days of the week

6. Birthday

UNIT VI - ESOL ACTIVITIES

1. The teacher will introduce the names of the articles of clothing listed in lexical items Unit VI. Visual aids can be located in Peabody Language Development Kits, Levels I and II, The Magic of English, pp. 16-19 and 32-35, Instructo - "We Dress for the Weather", English for a Changing World I, lesson 17, pp. 84-89, and Cue Book, Scene 6. Pronunciation and repetition of names of clothing is essential as many items will be new to students. Use this opportunity to review colors and singular demonstrative adjectives and introduce plural demonstrative adjectives. Repetition drills, substitution drills and expansion drills may be used to manipulate new vocabulary orally.

2. The Home Economics teacher could encourage language development by having students make clothing picture charts from mail order catalogs and out-of-date pattern books. Asking questions such as "What's she wearing?" will elicit responses in the present progressive and the use of color and clothing words.

3. Prepare a transparency of a sample narrative for use in presenting the present progressive tense. Teacher will pantomime the action using the present progressive tense. The student describes the action s/he sees on the transparency and observes being performed.

Example:

I'm sitting.

I'm walking.

I'm smiling.

Sample Narrative:

The teacher is smiling.

Is the teacher smiling?

Yes s/he is.

No, s/he isn't. / No, s/he's not.

The alternative form " s/he isn't" needs to be introduced at this point. Teachers will find a format for teaching these contrasted contraction forms on page 17 of English For A Changing World, Level I, available from the ESOL teacher.

Repeat the narrative using transparency examples and real-life examples of student actions (laughing, talking, running, hopping, singing, etc.)

4. Reinforce present progressive tense and demonstrative adjectives introduced in Unit VI by asking students to answer questions which manipulate those concepts.

Example:

Teacher standing near two girls.

"Are these girls sitting?"

Pattern a response from a near-by student.

"No, these girls aren't sitting."

Pattern a response from a student further away by walking away from them.

"No, those girls aren't sitting."

Continue the drill.

5. Allow the students to dress the felt characters from We Dress for the Weather on the flannel board each morning. Teacher and other students may form present progressive questions to review clothing names, tense and colors.

Example:

Is the boy wearing a red hat?

Are the children wearing blue coats?

6. Show films such as Fall Brings Changes #1989, City in Winter #2909, or Snow #3030 which emphasize all aspects of seasonal changes. For additional film titles, see section in Prince George's County Film Guide entitled "Seasonal Films".

7. Show films such as Rain #3162 and Sun #6 which emphasize language development even though they are content area films. A Language Experience Story can be stimulated after showing such films. (See Activity 15 for detailed explanation).

8. Teacher-developed BINGO games may be useful for teaching clothing words, holiday items and other cultural concepts for each season.

Example:

Fall Bingo cards could include drawings of leaves, acorns, sweaters, jackets, Halloween items and Thanksgiving items. Winter Bingo cards could include drawings of snowflakes, ice skates, winter coats, mittens and gloves, Christmas and Hanukkah items as well as Valentine items. Spring Bingo cards could include rain drops, flowers, shorts and sleeveless tops, Easter eggs and Memorial Day items.

9. Prepare a corner of the bulletin board with an actual wrapped present. Have a card with the birthdays of the month from the class. Ask each student the oral question: When is your birthday? Present the names of the month in this fashion:

Hue's birthday is in January.

Tu's birthday is in February.

As each month is presented show the class a calendar and point to the month and days being discussed. Show the class the day of the week that the birthday falls on. Do a substitution drill:

This year Hue's birthday is on Monday.

This year Tu's birthday is on Wednesday.

10. When birthdays are introduced, and the months and days are finished, have students draw their own calendar. Give them a blank calendar format and let them fill in the days of the week, and names of the months. Have them circle the birthdays of their classmates. (Later fill in holidays.)

11. Make a calendar at the beginning of each subsequent month. Also note special days in school like assemblies and days when there is no school. When calendar making is concluded celebrate by having a birthday party for the entire class. Show the class how a birthday is celebrated in America: the cake, the candles, song and presents. Pictures can be taken with cameras available from the ESOL Office.

12. Do a double item substitution drill using the interrogative form of Be, possessive adjectives and the names of the days of the week and months. Note the use of "in" and "on".

Teacher: Is your birthday in January?

his/March Is his birthday in March?

my/April Is my birthday in April?

your/September Is your birthday in September?

her/Monday Is her birthday on Monday?

their/Saturday Are their birthdays on Saturday?

our/August Are our birthdays in August?

Ask students at the end of this drill: When do you use in/on? Try to get students to discover and generalize the rule before you give the rule.

12a. Present a short narrative to the class about a birthday.

Example:

Today is Juan's birthday. Is it your birthday? He is wearing his good clothes: a white shirt, blue pants, black shoes and white socks. Juan has a big birthday cake. He is making a wish and blowing out the candles. There are many presents on the table. What are they? Juan is opening his presents now.

12b. Have students read paragraph silently. Then read it to them and have them answer the questions that are part of the story. When the question, What are they? is asked, have a group of objects ready that are suitable birthday gifts. i.e.: a record album, cosmetics, toys, stationery supplies, articles of clothing, etc. Hold up various articles and let the students identify what Juan received.

13. Have the students tell Juan's story in their own words.

14. Have a class discussion about what the students would like to receive for their birthdays and how they would like to celebrate them. Discussions of movies, bowling, miniature golf, etc. for American parties.

15. After finishing the story, Juan's Birthday, the technique of a Language Experience Story can be used to get the students to read more material which comes directly from their own oral language ability. Using the class birthday party and/or a picture of the party as a stimulus, have students tell a story. Begin by saying: I want to write a story about our birthday

party. Give me a good beginning sentence. The teacher writes on the board, exactly what is said and continues to elicit individual sentences to complete the story of the party. The students' command of the language is limited and this approach ensures that their early English reading experiences will be based upon the language skills and experiences (the class party) they possess at a given time. Mistakes which have been made can be corrected in the following way, either during or preferably after the dictation of the story.

Student dictates: We has a birthday party.

Teacher says: Can anyone find and help us correct a mistake in this sentence? Can someone give us a new word to make it sound/look-correct?

It is advisable, if time permits, to correct mistakes made before a typed/final copy of the story is given to the students. An incorrect final copy might reinforce errors.

In the beginning students' dictations will probably be limited to what they have learned in simple dialogues and classroom discussions. As their oral language develops, so will their dictated stories. After the students have a copy of their dictated stories, allow them to read and then copy them. Questions from the story can be asked in both oral and written form as the structures become familiar to students. This technique is very successful as an activity following a movie or an event in which the entire class has participated.

After the story is finished the teacher types/writes the story, giving one copy to each individual. When they see their own words in written form, they are able to read and understand with ease what has been written.

16. Introduce the months using Reproducible Masters VI-1 and II. Additional pictures for discussion are available from the ESOL Office. See the Materials Section, Unit VI.

17. To present the months of the year and days of the week, display a chart on the classroom wall which lists them. Each month the students can make a calendar filling in the days, dates, holidays and birthdays. Students can also prepare a wall chart by writing their names under their birthday month.

18. Using flashcards, have a student arrange the days and months in order on the chalktray stressing left to right progression. Note: This is a good individual activity.

19. Play a concentration game using teacher constructed cards of month and day names. When pronunciation is mastered, extend the game to include specific dates and abbreviations of month and day names and have students say aloud to practice pronunciation such as January seventh (January 7) and October first (October 1).

20. Do a seasonal hands-on activity which is well-planned and structured. Use the following as a guide:

    a) Write each step on a visual. Accompany with a drawing if possible.

    b) Discuss each step with the students before beginning activity. Be sure to include materials needed, sharing procedures, safety rules and clean-up.

    c) Assign non/pre-literates to a group in which s/he will be able to be comfortable and successful.

    a) Suggested topics:

        (1) Carving a pumpkin and roasting the seeds.

        (2) Collecting leaves and ironing between wax paper to frame and display.

        (3) Constructing a gumball Christmas tree.

        (4) Making Valentines.

        (5) Constructing an Easter egg tree after coloring eggs.

        (6) Making tissue-paper flowers to display in a vase in the main office.

21. Have students compare and contrast the clothing they wear now with the clothing they wore in their native countries. Social Studies teachers could have students create an attractive map-bulletin board with regional clothing pictures or drawings contributed by all students. Science teachers could develop weather-bulletin boards in a like manner.

22. Play "Hangman" using an article of clothing as the word to be guessed.

UNIT VI - MATERIALS

1. Clothing
   - Peabody Language Development Kit, Levels 1 and 2
   - English for a Changing World, Level I, Lesson 17
   - Vocabulary Thru Pictures, Easy Aides, Inc.

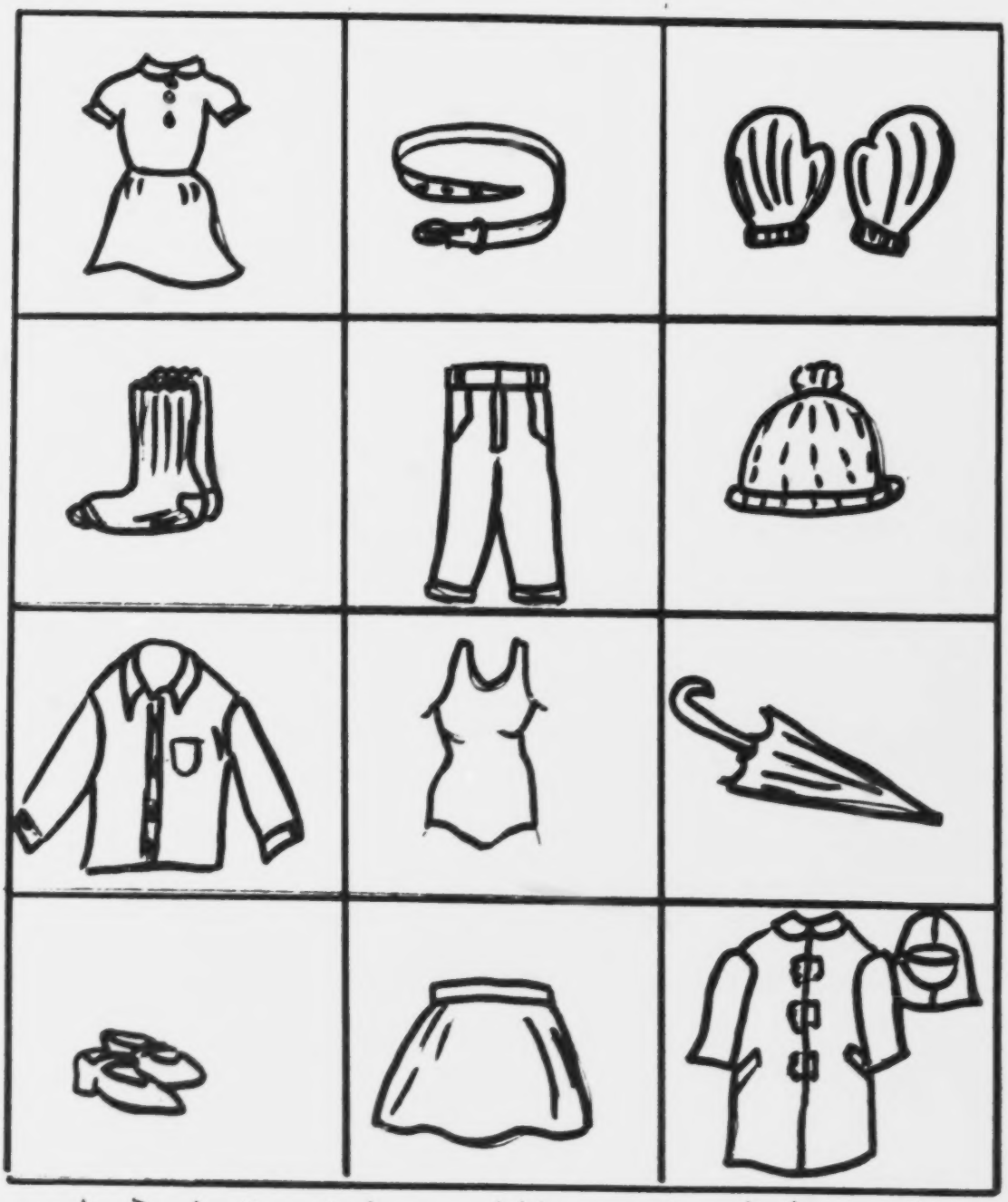
2. Weather
   - Instructo, "We Dress for the Weather"

3. Seasons
   - Teaching Pictures, Seasons, David Cook Pub. Co., 1965
   - Basic Vocabulary Builder, #27, Activities, National Textbook Co.
   - Films from the Prince George's County AV Guide: #6, "Sun", #1989, "Fall Brings Changes", #2909, "City in Winter", #3030, "Snow", #3162, "Rain"

4. Present Progressive
   - Basic Vocabulary Builder, #11, Activities, National Textbook Co.
   - English for a Changing World, Level I, Lesson 4

Clothing

Directions : Choose the correct name for each picture from the words at the bottom of the paper Write the words above the pictures.



pants umbrella hat skirt socks bathing suit
shoes dress mittens shirt belt raincoat and hat

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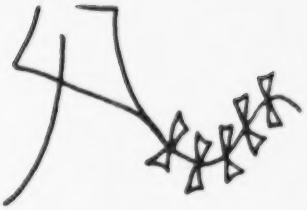

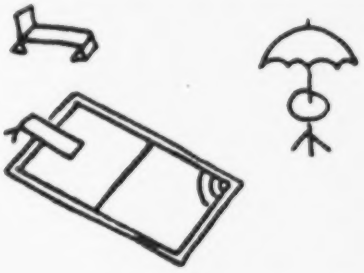
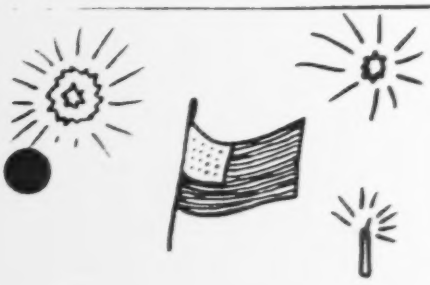
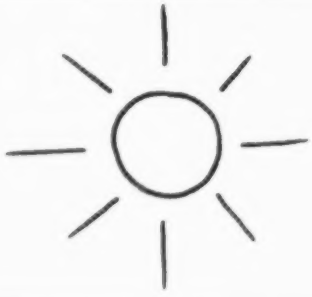
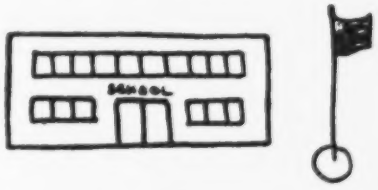

DIRECTIONS: CUT NAMES OF MONTHS AND MATCH THEM WITH THE PICTURES

May	January	April	November
June	March	December	August
February	September	October	July

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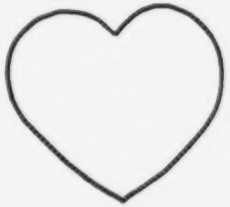
January



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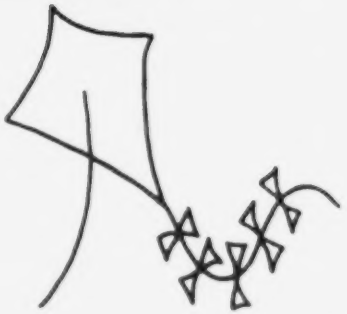

March

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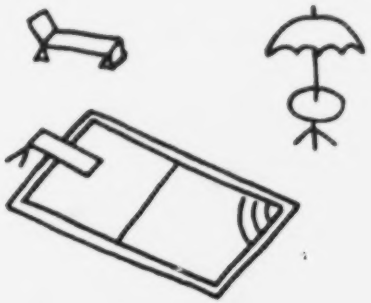
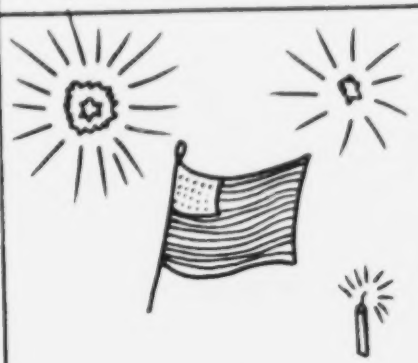
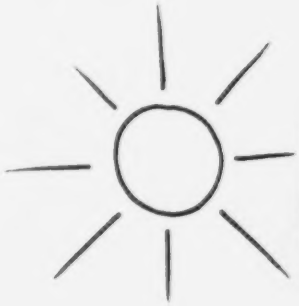
May



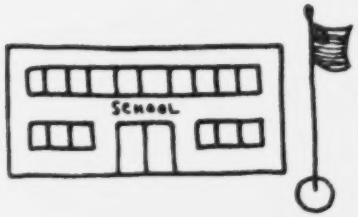
June



July

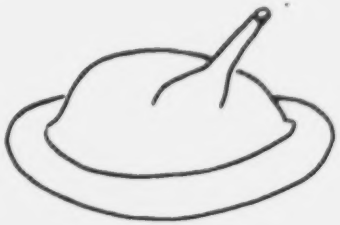


August



September

October



November

December

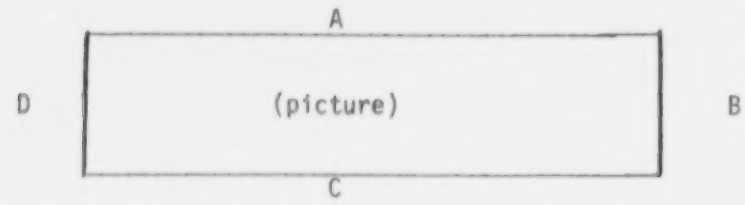
CURRICULUM ADDENDUM

In this section of the handbook, a number of activities are provided for elementary and middle school Social Studies and Science teachers. These activities provide suggestions for presenting content area concepts to non-pre-literate ESOL students.

They include hands-on activities, realia and as much visual clarification as possible. Pages 211 through 223 are written for elementary teachers and pages 224 through 246 for middle school teachers.

I. ENERGY

1. Fun with mirrors. Instead of having the student read what is reflected in the mirrors, have student draw a picture of what s/he sees from the four mirrors set up as follows:



2. Give students magazines and have them select pictures of various forms of light, following examples that the teacher has shown.

3. Have students make posters of diagrams of the eye and ear, labelling parts, from the textbook.

II. MATTER

1. Archimedes principle:

Have students fill a medium dishpan half-full of water. Mark the water level using a grease stick or crayon. Using various items that will not float,* such as a jar full of water, a coffee cup, various sizes of rocks, have students put one of them in the water. Mark the water level as A. Continue with the other items. Draw similarities between the items by their water displacement level.

* Floating objects may be used but must be submersed with a stick.

III. UNIVERSE

1. Teach the names of the months of the year along with the four seasons. Use pictures to show the major seasonal changes. Have students find pictures (from magazines) depicting the four seasons. Have them categorize each picture according to the season. (See Unit VI of this guide.)

2. Have students construct a rural scene. (Show pictures of mountain valley scenes to illustrate the idea.) Allow students to use plaster of Paris, soil, beans and grass for their scene. Have them make dwellings also. To illustrate how forceful water can be, have students pour some water from the tap on one of their 'mountains'. Where does the water run to? Does it ruin the houses or crops? Have them rearrange the houses and/or crops if necessary. This activity can be continued to show the eroding power of water to change land.

3. Have students germinate seeds in glass containers. As the seeds sprout, the student will see the growth of the roots. Have the students transplant the sprouts in glass containers filled with soil. Water one container but not the other. This will illustrate the necessity of water.

IV. INTERDEPENDENCE

1. The cell: Using onion skin, allow students to view it under a microscope. Have them draw what they see. Next, take a thin slice of a leaf and follow the same procedure. Compare the two drawings of cells. If possible, have a slide of human skin put under a microscope for observation. Draw further similarities.

2. Demonstrate the cycle of water by first boiling water in a kettle. Hold a piece of glass over the steam until droplets fall. Next, use the sealed aquarium to show this cycle.

3. Fertilizer. Illustrate, via the sealed aquarium, that animal waste or decaying fish is used as fertilizer. Show pictures of American Indians teaching the early settlers how to fertilize plants.

V. HEREDITY AND ENVIRONMENT

1. Show students a slide of an amoeba under a microscope. Have the student draw what s/he sees. Next, put a slide of a sample of pond water under the microscope. Let the student search for similar organisms. Again, let him/her draw what s/he sees.

2. Given various decaying foods, such as bread, milk, various fruits, etc., have students view scrapings of each under the microscope. Have them draw the various spores/bacteria on a poster for display in the classroom.

3. Students may also keep a log (with the help of an English-speaking student) of how the bacteria grows, the time involved, etc. The non-literate student can draw illustrations for the log.

4. Have the student observe the hatching and raising of tadpoles or shrimp. S/he can keep a "picture log" of the growth of these animals each day. The final product can be transferred to a larger poster showing the various stages of development.

VI. LIVING THINGS CHANGE

1. Have students keep a 'picture log' of the growth of a plant. Germinate seeds in a dish, then transfer them to water in a glass container. Students keep a log of the plants' growth through pictures. Also, students can learn how long a plant can go without water by removing it and keeping a log of the dying plant.

2. A comparative experiment can be done using distilled water. Which plant grows more quickly?

3. A comparative experiment can be done, (after the student has seen plant roots) using soil instead of ordinary or distilled water. Which plant grows most quickly?

ELEMENTARY SCIENCE CURRICULUM GUIDE

GRADE 5

I. ENERGY

1. Gravity. Give students a number of objects that differ in weight, such as a feather, balloon, ball, rock, paper, etc. Have students weigh these objects then determine their gravitational force: Allow students to drop two of the objects simultaneously. Which falls more quickly? Check its recorded weight. Continue with the other objects in the same manner.

II. MATTER

1. Show students various crystals. Have them draw them. Show them the real life form, (what we can see without the aid of the microscope,) such as salt, sugar, lime, etc.

2. Have the student put a nail in water. Allow it to rust over a period of time. Have student view it without a magnifying glass and then under a microscope. S/he can also keep a 'picture log'.

III. UNIVERSE

1. Give the student a prism to work with. Have him/her draw the colors in the sequence that s/he sees them. Demonstrate that light is "Lent" by the prism (by using a flashlight). Have him/her repeat the names of the colors of the spectrum.

2. Show the student a picture of a rainbow. Have him/her compare his/her spectrum of colors from Activity 1 with the rainbow. Stress "same" and "different" (words). See Unit I for teaching same and different.

3. Give the student a group of rocks and minerals. Have him/her match them to pictures in a science textbook. S/he can make labels for them by copying their names on strips of paper. This can then be used as a science display.

4. Temperature. Give the student a thermometer. If these students have used a thermometer before it would have been Centigrade. Some illustration of different thermometers should precede exclusive use of a Fahrenheit thermometer. Have him/her collect cold tap water, warm tap water and hot tap water. Then, have him/her fill a glass with ice and take the temperature. Also, have him/her boil water and take the temperature. Make sure that each temperature is recorded.

5. Once the student has become accustomed to temperature recording, make him/her responsible for recording the day's weather temperature at a set time.

IV. INTERDEPENDENCE

I. Measurements: liter, deciliter, centiliter, milliliter. Demonstrate

various measurements with graduated vials. Fill one vial (the smallest) with water. Have the student record the amount. Take the vial of water and fill the next largest vial with it. Have the student record the amount. Proceed with the remaining vials. Vary the amount of water and proceed in the same manner.

2. Have student discover which quantity of water in two bottles (of different shapes) is more by measuring them in graduated vials.

3. Heartbeat. Have students listen to their hearts with a stethoscope. Demonstrate how a heart beat is counted by knocking on a table or desk. Have them record the number of heartbeats per minute. (One student can be the timekeeper.) Next, have one student run up and down the stairs a couple of times or jump in place for a minute. Have them record their heartbeat. Compare the difference between the two rates.

4. Pulse. After showing a movie/filmstrip about blood or the human body, have students feel their pulse at various pressure points. Follow the same procedure for Activity #3, heartbeat.

V. HEREDITY AND ENVIRONMENT

Activities 1 and 4 from Grade 4, V. Heredity and Environment, may be used for Grade 5.

1. Have students pull a few hairs from their head and arm. Allow them to examine these under a microscope. Have them draw what they see. This can then be used as a science display and can be supplemented by copying a diagram of hair (in the skin) found in a science textbook.

VI. LIVING THINGS CHANGE

1. Classification of Vertebrates and Invertebrates. Show the student the difference between vertebrates and invertebrates. Have them classify pictures of various skeletons. Show them similarities in each classification. Proceed with pictures of live animals and have the student classify them as vertebrates or as invertebrates.

2. Using a picture as a guide, have the student put together clean and dry chicken bones with bits of clay. Demonstrate the mobility of the joints. Compare these in general with the human body (knees, hips, arms).

3. Cold-blooded and warm-blooded animals. Demonstrate the difference between warm-blooded and cold-blooded animals. Give the student pictures of various animals and have him/her classify them. This can be extended to showing similarities in the environments of each animal.

4. Reptiles and Amphibians. Use same procedure as Activity #3, substituting "reptiles" and "Amphibians" for "cold-blooded" and "warm-blooded" animals.

GRADE 6

I. ENERGY

1. Use of a magnet. Arrange a group of objects (wooden ruler, book, staples, safety pins, rock, paper, metal hair pin, etc.). Have students try to guess which objects the magnet will pick up. (This can be done, first by showing them an example, such as the magnet being attracted by a metal object. Teacher nods head and says "Yes".) Students respond "Yes" or "no" before they try to pick up the object with the magnet. Classify all the "yes" objects. Have students go around the room to find other "yes" type objects.

2. Electricity. Using a clea lightbulb, demonstrate that when the bulb is switched on, electricity heats the filament when it is not broken. Using another clear lightbulb with a broken filament, show that when switched on, the bulb will not light up.

II. UNIVERSE

1. Show the student a picture of earth and its relation to the other planets and the sun. Give the student various sizes of styrofoam balls or paper maché and construction paper (for Saturn's rings). Have him/her use wooden rods, string and pins to make a mobile of the planets revolving around the sun. Have him/her label all planets and the sun. Display in the classroom.

2. The same type of activity (as Activity #1) can be repeated to show that the earth revolves around the sun. This activity may be supplemented by showing pictures of the seasons and the earth's distance from the sun. See Unit VI on seasons.

3. Demonstrate the use of a satellite by having the student construct a very small one (as seen in a science textbook) and place it above Earth (constructed in Activity #1). Show a picture of people watching TV or talking on the telephone. Point from a place on the Earth to the satellite and back down to another place on Earth.

4. Make up connect the dot dittoes of different star constellations by using numbers. Label each constellation and major stars in each. Have students repeat.

III. INTERDEPENDENCE

Activity #1 and #2, V. Heredity and Environment, Grade 4 can be used in this unit.

1. View various types of fungi under a microscope. Students draw what they see on poster for display in the classroom. Also have student find pictures of places where this fungi can be found (pond, trees, etc.).

IV. HEREDITY AND ENVIRONMENT

1. Have students find pictures of various animals in their environments, specifically their nesting/home/habitat. Old editions of National Geographics can be used. Students can assemble these pictures onto a poster for display in the classroom. (If possible, pictures of animals in winter hibernation and in spring would be ideal as a supplement to this activity to show the yearly life-cycle of animals.)

2. Examination of reflexes. Pair an English-speaking with a pre/non-literate student. With the side of the hand, one student gently taps the other's knee to test his/her reflexes. Pupil dilation: Have student shield eyes and the other student observe the pupils dilate. Conversely, student looks into light and pupils contract.

V. LIVING THINGS CHANGE

1. Teach the student the names of the various foods by using pictures or realia. (An English-speaking student can be paired off with the pre/non-literate student.) Next, the foods can be classified into the four basic food groups. Repeat the classification step until the pre/non-literate student is able to do this alone.

2. Teach the student what average Americans eat and drink for breakfast, lunch and dinner. Have the student compose a "meal of pictures" for each meal. Have the student draw or tell about some typical foods from his/her country. Discuss nutritional information.

3. Demonstrate hybridization with flowers. Show two types of flowers and the resultant hybrid. Next show the resultant hybrid (of another flower) and have student find the two flowers that were crossed to make the hybrid.

GRADE 4

Subproblem #1: How Does the Globe Help Us to Find Out About the Earth?

1. Locate continents and oceans on a globe. Refer to the student's country and then to the continent where it is found. Have students repeat the names of the continents and oceans.

2. Directions: N, S, E, W. This is best demonstrated first on a flat map and then continuing with a globe when the concept of directions is mastered. Begin with the student's country by pointing to it on the map. Then focus on Maryland. Draw quadrants with the point of intersection at Maryland, or as close as possible. At the end of each line, put the letters N, S, E, W. Point to the student's native country and Maryland. Say the direction that the student's country is from Maryland. Have all students repeat. Continue with other countries to demonstrate other directions. Transfer this to the globe.

3. Continue teaching directions by pointing to the North and South Poles on the globe and the equator. Use two pipe cleaners twisted to make four quadrants. Move it around the globe and ask questions about directional relationships.

4. Have students make their own globes out of balloons and paper maché.

Subproblem #2: How Do Maps Help Us Find Out About the Earth?

1. Resources: Always show a picture or the resource itself (coal, rubber, etc.), if possible. Give each a picture symbol that is also the code on a resource map. Have students match the resources with those on the map by country or continent. Utilize the countries your students come from. Examples: oil in the Middle East, rubber in Malaysia, coffee beans in South America.

Subproblem #3: Where is the World's Water?

1. Pair the pre-non-literate student with an English speaking student. Demonstrate that the blue areas on the globe or world maps are water. (Show a picture of water, a ship on water or show an actual cup of water.) Begin with oceans; the English speaking student should guide the pre-non-literate to show similar bodies of water: oceans, seas, lakes, rivers, bays and gulfs.

2. Using maps of the U. S., ask the student to find bodies of water. Lead him/her to find oceans, seas, gulfs, lakes and rivers. Constantly repeat "ocean" when pointing to oceans, "sea" for the seas, etc. Pay particular attention to local bodies of water that will be meaningful for students new to this area.

Subproblem #4: What are the Characteristics of the Seven Continents?

1. To construct precipitation, elevation and climate maps, begin by teaching each subject by pictures, example: a picture of rain, plains, and desert. Construct a precipitation map contrasting rain and sunshine by using a two color code, perhaps yellow and blue. Then an elevation map and a climate map can be drawn of the same area. The maps can be compared and contrasted when all are completed.

2. Design travel posters drawing on the pre-non-literate student to design one for his own country. Have the student include the shape of the continent in which his country is found, where his/her country is located on that continent, a picture of the landscape or dwellings, and a picture of the people and animals found there.

Subproblem #5: What are the Characteristics of the Different Climatic Regions?

1. Show pictures of various kinds of weather/climate. Using a map, pick a location and use the pictures to demonstrate the types of weather found in that climate. Begin with extreme types of climates: examples: Sahara desert and the North Pole. Progress to more moderate climates.

2. Have the student draw a picture of the landscape of his/her country including people, home, animals and vegetation. Show a picture of a city and a picture of a rural setting.

Subproblem #6: Where are the Important Natural Resources?

1. Show pictures and actual natural resources. Have students repeat the names of the resources.

How Have People in Maryland Adapted to Their Environment?

Subproblem #1: What is the Physical Environment in Maryland?

1. To review geographical information and skills, always use pictures or maps with the pre-non-literate student. Testing an ESOL student's knowledge orally/aurally is a fair and more accurate method of evaluation. Even asking for a physical response (point to the continent) will often elicit a correct answer until content area vocabulary has been developed and a student feels comfortable offering a verbal reply in English.

2. Maryland Geography: Have student repeat major points of geography as you point to them on a map: couple these with pictures. Give each student a very simple map of Maryland, one that has a few rivers and cities on it.

3. Explain what local or Maryland natural resources are by showing pictures of them and/or the actual object. Ask the student to collect or draw or cut out advertisements of some natural resources that can be found in the County.

4. Using a map showing the natural resources found in Maryland, have the student with a group make a map displaying the natural resources through pictures and/or actual objects put directly on the map.

5. Another map could be made showing the various kinds of seafood in Maryland. Again, pictures could be used instead of symbols for the seafood on the map.

6. When you have students prepare an imaginary trip using a road map of Maryland, have the pre-non-literate trace the route. (Mark the origin and destination distinctly beforehand.)

Subproblem #2: How Did the Early Indians Live in Maryland?

1. Have the pre-non-literate student participate in group projects such as:

   a. constructing models of housing used by early Indians of Maryland;

   b. making charts comparing dress, food, clothing and shelter of the early Indians in Maryland;

   c. making charts showing the natural resources Maryland Indians used.

Subproblem #3: What Was Life Like For the Colonists Who Settled In Maryland?

1. Have the pre-non-literate student participate in group projects such as:

   a. showing the colonists' course from England to Maryland on the globe or wall map while other students dramatize the voyage;

   b. making a model plantation on a mural or on a plywood board;

   c. making candles (see Social Studies Curriculum Guide);

   d. making simple mats using cardboard looms (see Social Studies Curriculum Guide).

Subproblem #4: How do people live in Maryland Today?

1. Census-taking: Have the pre-non-literate student take the census with an English speaking student. This can be done for the classroom first: Boys, Girls, Total, and then by grade for the whole school. This activity can be expanded to include different categories: example, how many students walk to school, how many are driven, how many on bus #_____.

Culminating Activities

1. Have students draw pictures of their favorite physical feature of Maryland selected from those you have shown through the course of the unit. Be sure to exhibit these pictures around the room and point to them (in order to convey the idea) while asking the student to draw his/her

favorite one. Depending on ability, an oral or written statement can be elicited on why s/he likes that picture best.

How Do People In Different Places Adapt to the Same Type of Environment?

Subproblem #1: What are some similarities and differences in living between places having the same kinds of topography?

1. Have the pre-non-literate student join a committee to study a particular topographic feature, ideally one that is in his/her home country. The committee can work as follows:

    a. have students draw or make the native-costume finger puppets of the country or countries being studied;

    b. have students draw pictures of the natural resources on a map of the countries in the area being studied;

    c. have students perform native dances of their country or the countries being studied;

    d. have students demonstrate and/or teach a game from their country;

    e. have students make models of the dwellings in their country or the countries being studied;

    f. draw pictures depicting activities in the daily life of people in their country or the countries being studied;

    g. make or draw artifacts of the country;

    h. make posters of the types of crops grown in the country.

Subproblem #2: What Are Some Similarities and Differences in Living Between Places Having the Same Kind of Climate?

1. Show the student a region of the world similar to the one from which comes. This can be done through pictures of the landscape, forms, animals, crops, food and occupations. Ask the student to draw corresponding pictures of his/her country.

GRADE 5

Subproblem #1: Who are the American People?

1. Census-taking. Have the pre-non-literate student go around the school with an English-speaking student to take the census. They can record:

   a. the number of students on each grade level, K-6;

   b. the number of boys and number of girls at each level;

   c. the total number of students in the school;

   d. the country of origin of students or of their families.

2. After showing students from where and how the first settlers came to the United States, point to the student's native country and ask them how they came to the U. S. (pointing to Maryland). Have them draw a picture or a filmstrip depicting their travels.

3. After showing students various artifacts representing the cultural origins their families, either have them bring in some artifacts or draw pictures of them. (This can include traditional dress of their country.)

Subproblem #2: Why Have People From Many Lands Come to America?

1. Make a display showing spices from various countries. Have the pre-non-literate student bring in spices of his country's cuisine.

2. Have students develop a map showing their route to the U. S. from their country. Use colored yarn to indicate the route.

Subproblem #3: How Have Movements of People Within the Country Changed American Life?

1. While the English-speaking students are constructing a caravan of covered wagons have the pre-non-literate student construct a wagon like those seen in his/her country. (or the reverse) Teacher should show pictures of various countries' wagons.

2. Have students make posters of their idea of America. (Teacher should show pictures in order to convey the idea of "America".)

MIDDLE SCHOOL CONTENT AREAS

The activities that follow provide suggestions for presenting content area concepts to middle school classes containing pre/non-literate and regular-level ESOL students. Ideas are suggested for utilizing some of the differences to enhance content and expand the horizon for all students.

Some things that help ESOL students is pairing them with sympathetic American students and/or allowing ESOL students to work in pairs. The pairs can be changed if the teacher observes a lagging effect on either student. This teaming can be tiring to the helping student and the teacher needs to be observant and make changes accordingly.

For these students hands-on experiences, realia, visual clarification and small group involvement are an integral part of presenting material. Current content area curriculum guides give some suggestions.

Placing an ESOL student in a small group working on a project allows the student with limited English skills to be involved with his peers and receive a group grade for the activity. Perhaps this student could be the illustrator for the group (a skill many ESOL students are very adept at!). Everyone has contributed to the final product yet the ESOL student does not have to be verbal.

It's a good idea to keep a subject area vocabulary list of key words in the front of the ESOL student's notebook. Definitions can be written by the student by looking the word up in the text glossary or a dictionary. The teacher can modify worksheets (See Inserts #1-8). The vocabulary list and worksheets can be a study guide for a test and oral questions.

A secondary film guide has been assembled by ESOL teachers and is available to content area teachers (#7690-1507). The films are catagorized and suggestions for instruction as well as a brief description are included. Films can provide material for recall, sequencing events and a LEA.

SCIENCE/MATH

A sampling of hands-on activities to include the ESOL student was compiled from the Eighth Grade Science Curriculum Guide. The activities can be modified for other subject areas. For further information on procedure, consult the pages indicated.

1. Brainstorming - See pages 45 - 48.

2. The use of prefixes in comprehending vocabulary - See "Prefixes in the Metric System", page 93. Good bulletin board material.

3. Making measuring devices - See pages 94 - 96.

4. An activity in verbal communication of instructions - page 97.

5. Reproducible puzzle pieces using the basic shapes can be used to strengthen discriminating, identifying, measuring and counting skills and can be found on pages 98 - 102.

6. Collecting, analyzing and graphing data can be practiced by using the mazes on pages 102 and 103 and follow-up activities on page 114.

7. Metric measuring can be practiced by using the reproducible worksheets on pages 104 - 113.

8. Tell the students that a good way to remember a concept is to draw a picture. The teacher can demonstrate the concept, (Examples: "Moving water can move wheels", "Both sides of an equation should be equal") by using the book investigation or lab kit. Have each student illustrate this idea. Discuss the illustrations and point out how each drawing can be different (i.e. perhaps having the ESOL students show something we are culturally unfamiliar with) yet still illustrate the same concept. Sharing provides excellent bulletin board/showcase materials and a chance for the ESOL student to contribute.

9. An abacus can be demonstrated and manipulated to reinforce number skills. The ESOL student may be able to demonstrate how the abacus is used by shopkeepers in his/her country.

SOCIAL STUDIES

Learning packets in U. S. History, Grade 8 (#7690-1702) were made available in 1983 and are an excellent teacher resource for modifying subject areas. They include vocabulary lists, mini-reading followed by questions, activities and a key to the activities. (See Inserts 1 - 8.)

1. Compare/contrast the reasons for the explorers and colonists coming to the United States versus the ESOL student's reasons for coming here. Encourage the ESOL student to share his reasons but do not insist as it is often difficult for him to talk about what may have been a painful experience.

2. Show films on American immigration (See ESOL Film Guide). Compare and contrast the conditions for immigrants in the past versus the present. The ESOL student can tell about his/her recent experiences in settling in the United States.

3. For each chapter the teacher highlights the important points and copies the sentence on the board verbatim from the text leaving out one word. The student has to fill in the missing word from the text. This becomes a study guide for a test and oral questions can be asked from it.

4. Use a time line for the events to be studied. An ESOL student could add an illustration as each event is studied.

EXPLORATORY SUBJECTS

The teachers in Home Economics, Physical Education, Art and Industrial Arts can adapt their content area to the activities previously detailed. Pairing with an American student will help acquaint the student with the safety rules, locker room procedures, kitchen and sewing machine procedures, etc.

Further suggestions include:

I. Art - Note that students may be uncomfortable with freedom of choice and materials having been trained to copy exactly.

1. Calligraphy - have the ESOL student practice the alphabet in upper and lower case.

2. Paper folding - The ESOL student is often able to make birds and flowers from tissue paper.

II. Physical Education - Girls from Asian cultures may be more willing to accept a failing grade than to accept the cultural discomfort of wearing shorts or showering in school. If it is possible to permit them to wear slacks as a transitional compromise until they are more acculturated, this might improve participation.

1. Have the ESOL student demonstrate a pastime from his/her country. (Example: Southeast Asia students make jump ropes from rubber bands. They use their 'rope' for a highjump and can reach amazing heights.)

2. Vocabulary can be built by oral commands.

Examples:

run/walk/jump/skip/kick
high/low
big/little
sit down/stand up
team/player

3. When explaining the rules of the game, the teacher or a student can pantomine the instruction.

4. Bowling is often a financial strain on the ESOL student. Perhaps the student could substitute for an absent student or an arrangement can be made privately with the bowling alley manager.

5. Consideration needs to be given to the physical condition of the student. Frequently there has been a history of malnutrition and due to a lack of calcium the bones may be weak.

6. Allow the ESOL student to take an oral test.

III. Music -

1. The ESOL student may be embarrassed to sing, especially in an unfamiliar language. Listening needs to be allowed at least initially.

2. Have the ESOL student bring in cassette tapes of music from his/her country.

3. Have class assist in finding ways to help the pre/non-literate student understand the meaning of songs. This assists the embedding of vocabulary, tenses, etc.

IV. Industrial Arts -

1. Select urgent safety vocabulary and teach orally and visually such as stop, don't touch, this end up.

2. Illustrate - post step-by-step instructions.

3. Give the safety rules check orally.

4. Pair with an American student.

V. Home Economics -

1. Put one ESOL student in a kitchen with American students.

2. Be aware that some ESOL students are allergic to milk and cheese.

3. Allow the ESOL student to bring a prepared dish from his country. This could be a multi-ethnic tasting experience for the class. (Egg rolls are a favorite!) The American students could provide the drinks.

4. Discuss and prepare meals from other countries.

5. The metropolitan area offers an abundance of restaurants offering ethnic foods. A class project could have the students select a (foreign) restaurant from the yellow pages and write to the restaurant requesting a menu. Menus could be discussed and

posted on a bulletin board. Embassies could be called to see if they will send out information and pictures of food popular in their country.

6. Be aware of cultural differences in tablesetting and mealtime manners. (Examples: Some of our students eat their meals while sitting on the floor. Also, some cultures do not talk while they eat. Talking is only allowed when the meal is finished.)

Insert #1

THE FIRST
AMERICANS

These materials were developed in the Montgomery County Public Schools under a grant from the Basic Skills Branch, Division of Instruction, Maryland State Department of Education. They were funded through the Indochinese Refugee Assistance Act.

They were reviewed by Dr. Dana Kurfman as appropriate for eighth grade and by Lillian Falk as appropriate for ESOL students in secondary schools.

Insert #2

The First Americans

A. New Words to Learn and Use

bridge	tribe	Indians	farmers
hunters	to settle	nomads	

1. bridge - something that connects two pieces of land

   To go from Virginia to Washington, D.C., you must drive your car on a bridge over the Potomac River.

2. tribe - a small group of people that live together and speak the same language.

   The name of a tribe of Indians that lived in Florida was the Seminole tribe.

3. Indians - the name we give to the first people who lived in North and South America

4. farmers - people who live and work on a farm

   Many Indians were farmers.

5. hunters - people who kill animals for food and other uses.

   The hunters killed buffalo for food and clothes.

6. to settle in a place - to be the first people to live in a place

   The Mohawks settled in the eastern part of North America.

7. nomads - people who move from one place to another

   The Seminole Indians were nomads.

The First Americans

B. Mini-Reading

The first people who lived in America came from Asia. Thirty thousand years ago there was an ice and land bridge between Asia and America. Many believe that people from Asia walked across this bridge and came into North America and settled in different parts of North and South America. Look at the map below.

Insert #3

The First Americans

B. Mini-Reading (continued)

These people who came from Asia are called "Indians." The Indians lived in groups and spoke different languages. These groups are called "tribes." The names of some of the Indian tribes in North America are the Dakota, Seminole, Comanche and Cheyenne. Look at the map below and you will see the names of some of the other Indian tribes in North America and where they lived.

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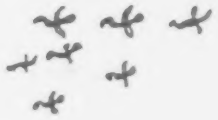
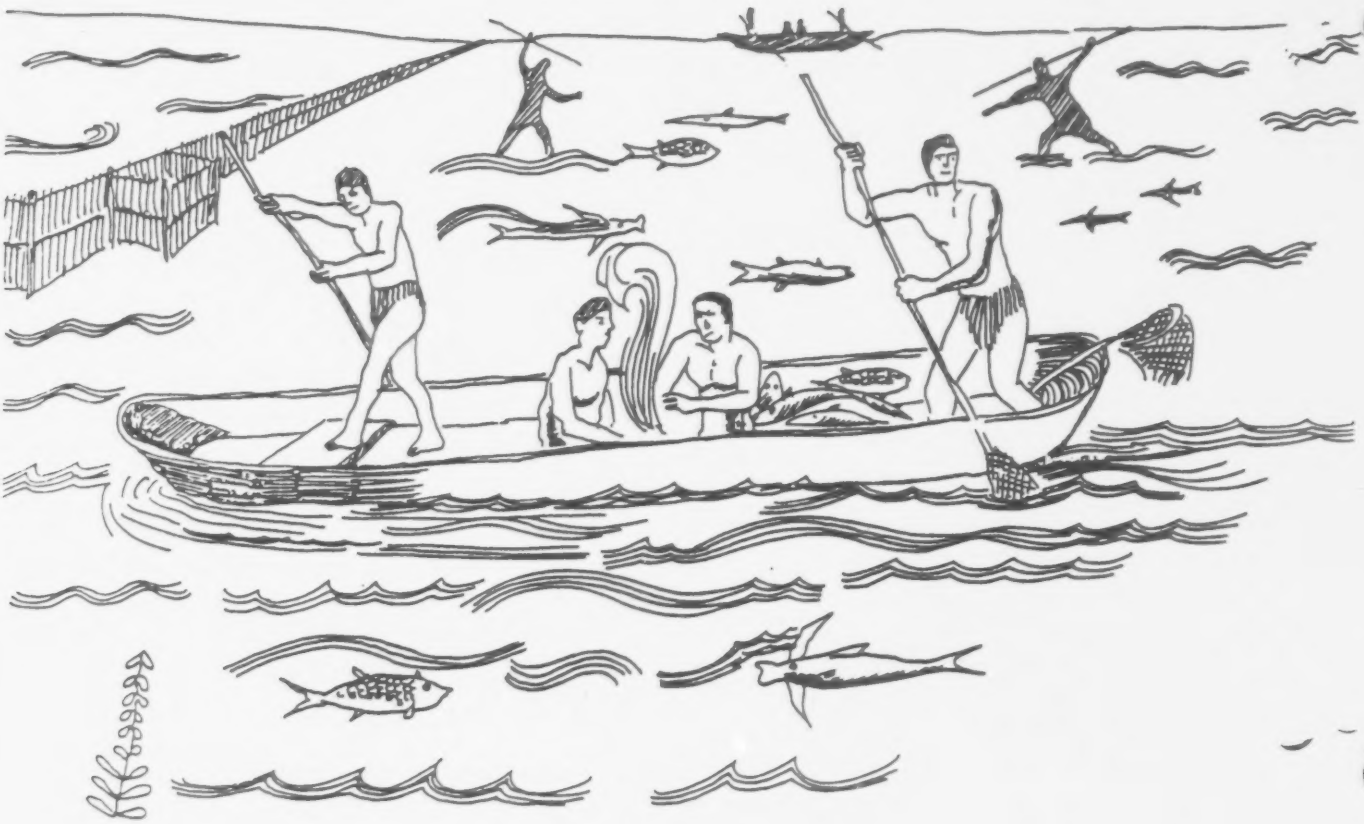
B. Mini-Reading (continued)

The Indians that lived in places that were good for farming became farmers. Some Indians lived in places that were not good for farms. They became hunters and followed the animals for their food. These Indians were "nomads" who moved their homes when the animals moved to find water. Some Indians lived near water and they became fishermen.





Insert # 4

The First Americans

C. History Activity #1

Mini-Reading Questions

Answer the following questions with complete sentences. The questions are about information from the mini-reading "The First Americans".

1. Where did the first people who lived in America come from?

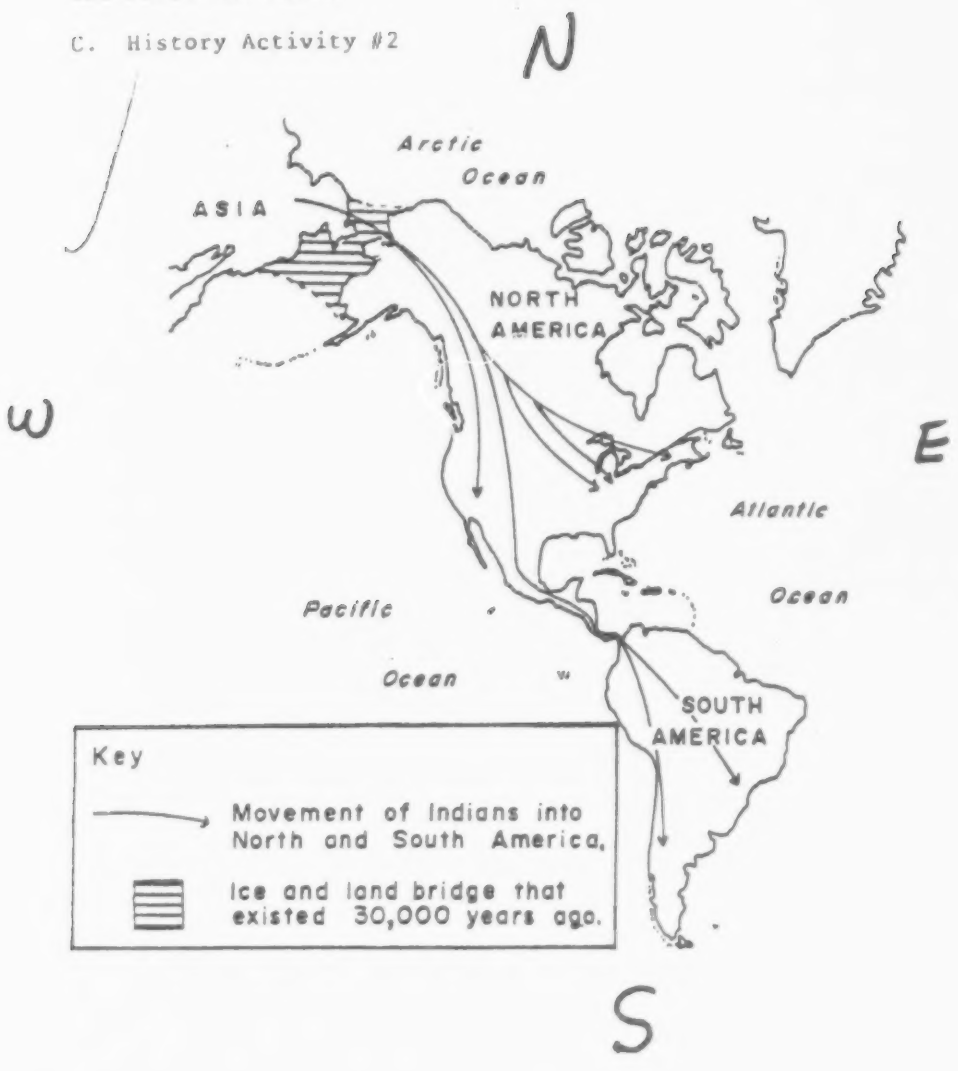
2. How did they get to North America?

3. What do we call the first people to come to America?

4. Some of the Indians were farmers. What were others?

The First Americans

C. History Activity #2



Look at the map above and label the following sentences true or false.

1. _____ The ice and land bridge touched Asia and South America.
2. _____ The ice and land bridge is not there today.
3. _____ The map above shows how the Indians crossed the Pacific Ocean by boat.
4. _____ According to the map some Indians traveled into South America.
5. _____ The map does not show the continent of Europe.

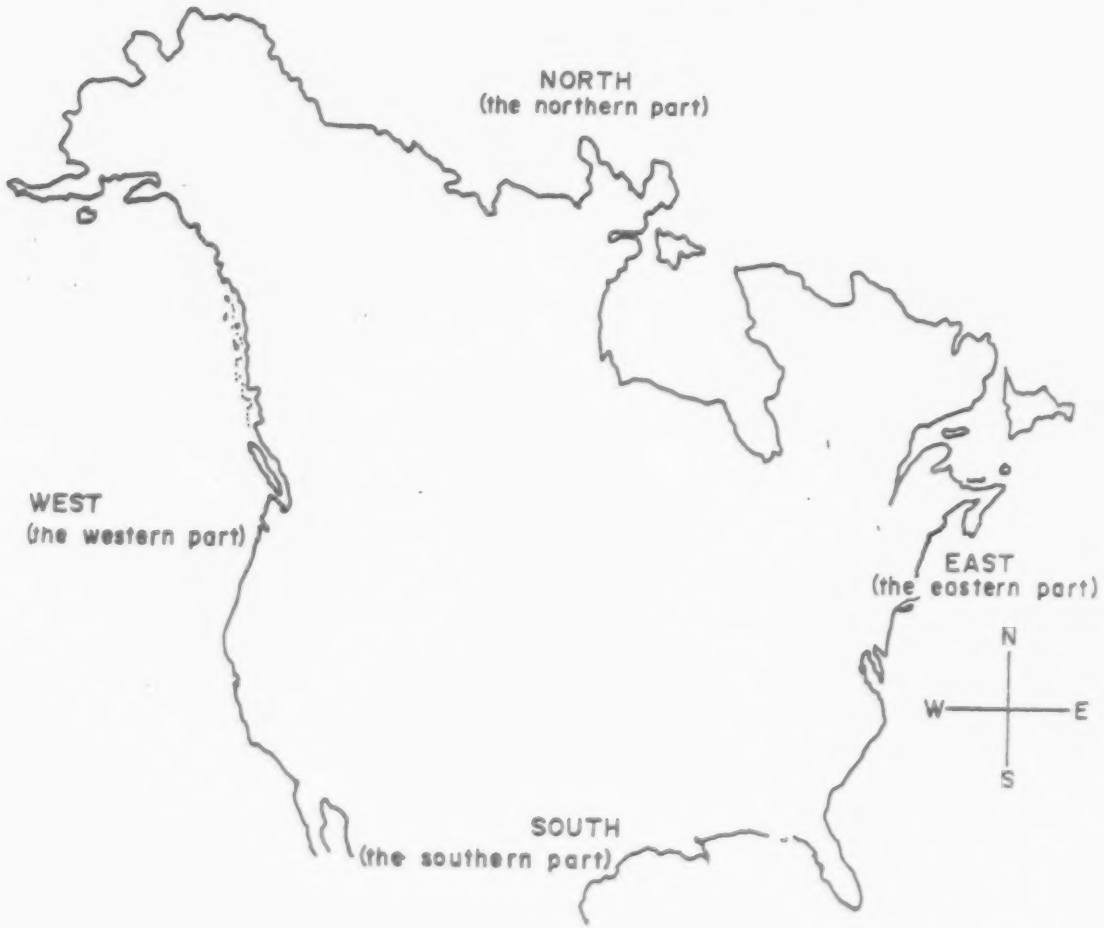
Insert #5

The First Americans

C. History Activity #3

Cardinal Directions on a Map

People use cardinal directions to show direction on a map. On the map below the cardinal directions are on the right side of the map. "N" means north, "E" means east, "S" means south and "W" means west.



Each direction, north, south, east and west, has an adjective form that can be used in English to show location. For example, if something is in the north, it is in the northern part. See the map above.

C. History Activity #3 (continued)

Use the map below to fill in the blanks with the adjective form of the direction words (northern, eastern, southern, and western). The first one is done for you.

1. The Dakota lived in the northern part of what is now the United States.
2. The Seminoles lived in the _____ part of what is now the United States.
3. The Powhatan lived in the _____ part of what is now the United States.
4. The Chinook lived in the _____ part of what is now the United States.
5. The Mono lived in the _____ part of what is now the United States.
6. The Iroquois lived in the _____ part of what is now the United States.

Insert # 6

The First Americans

D. Language Activity #1

Verbs - Simple Past Tense

Verbs in English are divided into two groups. They are called regular and irregular. Regular verbs always end with "-ed" for the simple past. Irregular verbs have different forms for the simple past. To learn irregular verb forms you have to memorize them. Here are some of the verbs that were in the first mini-reading:

Regular Verbs		Irregular Verbs	
Simple Form	Past Form	Simple Form	Past Form
live	lived	come	came
walk	walked	be	was, were
settle	settled	speak	spoke
follow	followed	become	became
move	moved	catch	caught
hunt	hunted		

D. Language Activity #1 (continued)

Fill in the blanks with the correct past tense form of one of the verbs on the previous page. The first one is done for you. There are several possible correct answers for each sentence.

1. The Indians came to America thousands of years ago.
2. There _____ many Indian tribes in the southwest region of North America.
3. The Indians _____ across a land and ice bridge in order to find a better home.
4. Many Indians _____ in small tribes.
5. Some Indians _____ animals to use them for food.
6. Some Indians lived near a river and _____ fishermen.
7. The nomads _____ from place to place, hunting and fishing as they went along.
8. Thousands of years ago, Indians _____ in parts of North and South America.

Insert #7

The First Americans

D. Language Activity #2

Using Adjectives

Adjectives are words that go in front of nouns or after linking verbs. The most common linking verb is be (am, is, are, was, were, etc.) Other linking verbs are "seem," "taste," "feel," and "become."

Example of an adjective in front of a noun:

The Indians lived in good places for farms.

Example of an adjective after a linking verb:

Some Indian tribes were large.

Fill in the blanks with any appropriate adjective you can think of.

1. The Indians spoke _____ languages.
2. The _____ people who lived in America came from Asia.
3. The Indians lived in _____ tribes.
4. Crossing the ice and land bridge was a _____ trip.
5. Indians hunted for many _____ animals.

The First Americans

D. Language Activity #3

Making Sentences about the Indians

Put the following groups of words in correct order and make sentences about the Indians. Use the past tense of the verb. Don't forget capital letters and periods. The first one is done for you.

1. large/hunt/animals

The Indians hunted large animals.

2. speak/languages/different

3. in/fish/small/rivers/catch

4. live/North/South/America/and/ in

5. Americans/be/first/the

Insert #8

The First Americans
Key to Activities

History Activity #1

1. They came from Asia.
2. Many people believe they walked across an ice and land bridge from Asia.
3. We call them Indians.
4. Others were hunters and fishermen.

History Activity #2

1. false, 2. true, 3. false, 4. true, 5. true

History Activity #3

1. northern, 2. eastern (or southern), 3. eastern, 4. western (northern)
5. western, 6. eastern (northern)
(Note to the teacher: Teaching intermediate points on the compass (northeast, northwest, southwest, southeast) might be a good follow up activity to History Activity #3.)

Language Activity #1

(Answers may vary. The following from the list of verbs given are acceptable.)
2. were, 3. walked, moved, 4. lived, 5. hunted, caught, followed
6. became, were, 7. moved, walked

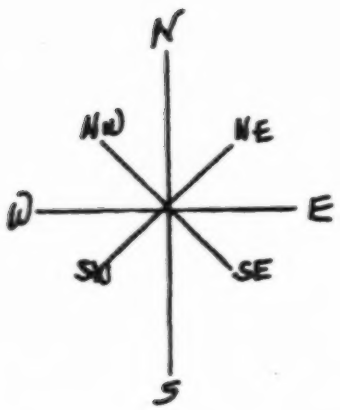
Language Activity #2

(Answers may vary. The following are possible choices.)
1. different, 2. Indian, 3. small, 4. dangerous, 5. different

Language Activity #3

2. The Indians spoke different languages.
3. The Indians caught small fish in rivers. (or The Indians caught fish in the small rivers.)
4. The Indians lived in North and South America.
5. The Indians were the first Americans.

N = north
S = south
W = west
E = east
NW = northwest
NE = northeast
SW = southwest
SE = southeast



Insert #9

1. Washington is north of Oregon.
2. Wyoming is _____ of Montana.
3. Nevada is _____ of North Dakota.
4. Kansas is _____ of Colorado.
5. Wisconsin is _____ of New York.